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A Study Of Irregular Attendance In Negro Schools Of Trinity County, Texas

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A STUDY OF IRREGULAR ATTENDANCE IN NEGRO SCHOOLS
OF TRINITY COUNTY, TEXAS

By

Thomas Luther Mathis

A Thesis in Administration and Supervision Submitted in
Partial Fulfillment of the Requirements
for the Degree of

Master of Science

in the

Graduate Division

of

Prairie View Agricultural and Mechanical College

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BIOGRAPHY

The writer, Thomas Luther Mathis, the first child of N. L. and Beattress Mathis, was born in Groveton, Trinity County, Texas, August 13, 1911. His childhood days were spent on his parents' farm. He did his elementary work in Groveton Public school, Groveton, Texas, and his high school work in the Dunbar High School, Lufkin, Texas, graduating from high school in May, 1933. In September of the same year, he entered Mary Allen Junior College, Crockett, Texas, where he spent two years in pursuant of courses then offered. After graduating from Mary Allen Junior College, he entered what was then Tillotson College, Austin, Texas, and completed his undergraduate work there, summer of 1941.

The writer has taught in the public schools of Trinity County for 17 years, serving as elementary principal seven years and as mathematics teacher in the high school at Groveton, Texas, 10 years.

He was married in 1937 to the former Miss Vitima Peacocks of Jamestown, Texas. They have one child, a son, T. L. Mathis, Jr.

ACKNOWLEDGMENT

The writer wishes to acknowledge the co-operation and interest shown by the administrative personnel, classroom teachers, and the thirty-nine patrons of the four school districts in which this investigation and study were made. He expresses his appreciation for the counsel and supervision of his advisory committee in the critical analysis of materials submitted prior to final approval. Special emphasis is placed upon the direction and advice given by Mrs. C. Y. Prunty-McCree, who supervised the study. He wishes, too, to thank the Child Welfare Agency for the information which gave supporting evidences to some phases of conditions found in the study. Because of the co-operation and encouragement received from his wife, he acknowledges with fervor her assistance.

DEDICATED

To

My wife, Vitima,

and son,

T. L. Mathis, Jr.

ABSTRACT OF THESIS

to send children to school as desired, and too, there is shown. In making this study of Some Causes of Irregular Attendance in the Negro Schools of Trinity County, Texas, three fundamental basic questions were attempted to be answered: tion on part of parents to give their children an education.

1. If irregular attendance is prevalent, what are the main and contributing causes?
2. To what extent is irregular attendance prevalent in the four Negro schools of Trinity County, Texas?
3. Since responsibility is embodied in a circumstance or in somebody, what is the circumstance or who is that somebody?

The study reveals that nearly one-fourth of the teachers and patrons express an opinion that negligence toward educational training on the part of parents is responsible for most irregularities in school attendance. It is, also, shown that irregular attendance is prevalent in all of the schools investigated and that the average number of days absent per pupil (of the 100 investigated) was 46 days absent from school over a nine-months period. It is further revealed that lack of sufficient finances

to send children to school as desired, and too, there is shown a decided laxity on part of patrons to give way to children who do not like to attend school. This third phase may be summed up in the lack of proper interest and determination on part of parents to give their children an education.

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CHAPTER I

INTRODUCTION

For the past four years, various methods of approach were used in an effort to ascertain causes of irregular school attendance of Negro children in Trinity County, Texas, school districts. Some of the preliminary procedures were to make personal contacts with classroom teachers, principals, visiting teachers, superintendents, as well as, parents in the various school districts. These observational tours and informal contacts gave speculation for the need of specific information regarding this important factor (irregular school attendance) in our educational system. To further ascertain definite information, it was thought advisable to reduce these observations to a detailed study of the problem through the research method of questionnaire-survey.

A decision casually made would assume that irregular attendance would be based on a traditional local custom to send children to school only when their services were not needed at home or where uneducated parents didn't consider attendance at school of their children of very much importance.

Research and personal experiences have revealed that there are certain factors or degrees of factors which contribute to study habits of pupils. Without an agreeable attitude toward good study habits, non-interest develops and

its development usually leads to absenteeism and child delinquency. Assuming that the school is the primary unit of our American society for direction and supervision of proper study habits, it should also be assumed that these activities, (direction and supervision) can be best administered and accomplishments made in the classroom.

Purpose of Study

This study is being made to determine what or who is responsible for the irregular attendance in the Negro schools of Trinity County, Texas. If the causes can be determined, it will serve as a basis for further study in determining remedies of correction.

Statement of Problem

The frequency of expressed assumptions and a general public's vagueness as to whom or what is responsible for irregular attendance of Negro students in Trinity County have given basic reasons to inquire:

1. If irregular attendance is prevalent, what are the main and contributing causes?
2. To what extent is irregular attendance prevalent in the four Negro schools of Trinity County?
3. Since responsibility is embodied in a circum-

stance or in somebody, what is the circumstance or who is that somebody?

Scope of Study

This study is confined to the school districts of Trinity County where Negroes are students and patrons of the schools in these districts.

Description of the County School System and Sources of the County's Financial Income

The Trinity County school program consists of one elementary rural school and three rural high schools. Although the town of Trinity, Texas, located near the Trinity River in the southwest portion of the county, had a population of three thousand (3,000) in 1949, the county schools as a whole are classified by the Texas Education Agency as a rural county school system.¹ These schools are administered by one elementary principal, three high school principals, four district school superintendents and the county school superintendent. The supervisory staff for the Negro schools consists of one visiting teacher. The total scholastic

¹Texas Almanac, 1949-1950, p. 594.

population of the county for the school year 1948-1949 was 3,532; for 1949-1950 was 3,419; for 1950-1951 was 2,745; and for 1951-1952 was 2,508. These figures included both white and Negro children. During these same base periods which were and are being used to determine causes of irregular attendance, the breakdown for white and Negro children for these years was for 1948-1949, 2,311 white children and 1,221 Negro children; 1949-1950, 2,214 white children and 1,205 Negro children; for 1950-1951, 1,849 white children and 896 Negro children, and for the last year 1951-1952, there were 1,782 white scholastics and 726 Negro scholastics enrolled or on the census of the districts in which this study is being made.²

The staff of teachers for the four schools surveyed consists of 10 high school teachers, 19 elementary teachers, 3 homemaking teachers, 3 vocational agriculture teachers, 4 part-time coaches for boys' athletics and 4 part-time coaches for girls' athletics. These teachers are distributed by schools as follows: Trinity, 4 high school teachers, 9 elementary teachers, 1 homemaking teacher, 2 part or full time athletic coach. For Groveton, there are: 3 high school teachers, 4 elementary teachers, 1 vocational agriculture

²Consolidated Census Reports of the Districts and Attendance Records, Trinity and Texas, 1949.

teacher, 1 homemaking teacher, and 2 part or full-time athletic coaches for girls and boys; Pennington: 3 high school teachers, 2 elementary teachers, 1 vocational agriculture teacher, 1 homemaking teacher, and 2 part or full-time athletic coaches for boys and girls. At Apple Spring (Nigton) there are 4 elementary teachers.

The teaching experience and tenure of the present staffs (May, 1952) ranged from 1 year employment with an academic credit of 120 semester hours to that of holders of Masters' Degrees with 32 years' experience and 7 years tenure in the schools of the county and 25 years' experience in teaching in Texas outside of Trinity County. The average teaching experience for principals was 16 years, high school teachers, 16 years; elementary teachers, 14.9 years. All part-time averages of athletic and homemaking teachers are included above.

There are certain considerations which are necessary for determining what or how people react to public duty and opportunities. A study was made to determine the sources of income upon which the families depended for support. It was found that the main sources of income are from lumbering, livestock, general farming, and commercial production of Fuller's Earth.

In May, 1952,³ there were 243 establishments which employed 800 persons of all age groups and racial origins. Of this number, there were 206 young men under 18 years of age employed of whom 86 were Negroes. Lumbering is the leading industry. A basket, sash and door factory is located at Trinity, Texas. Natural contributing factors which made this section profitable for its industries are its topography, annual rainfall, and temperature.

The altitude of the county ranges from 150 to 400 feet above sea level and has an annual rainfall of 44.5 inches and a mean annual temperature of 67 degrees. About ninety (90%) per cent of the total area of 704 square miles of territory is in forest and timbered land.

The rainfall compares favorably with that in adjacent counties and other East Texas counties located in the David Crockett National Forest area. The heavy rainfall stimulates plant growth which accounts for the heavily timbered lands and the efforts at reforestation in this section of the state. The Texas Forest Service has its headquarters at Lufkin, Texas, in an adjacent county and the Indian Mound Nursery which propagates and sell millions of pine seedlings yearly, is located also in this national forest near Alto, Texas.

³Statement of Chamber of Commerce Secretary, Groveton, Texas.

Sawlogs and pulpwood are the main commercial forest products. Other merchantable timber besides pine in the timbered area of the county are sweet and black gum, post oak, red oak, pecan, and hickory. The forest also makes an excellent cover for wild life such as deer, quails, and migratory waterfowl in season.

In 1951, the East, Texas Chamber of Commerce showed that Trinity County had a total acreage of 450,560 and of this acreage 328,909 were in timber. From this commerce timber, 1,029.8 millions board feet were sawed. The economic value was estimated at \$10,298,000.

The principal field crops of the county are cotton, corn, peanuts, and sweet potatoes, sugar cane, and tomatoes. The principal commercial crops, however, are cotton and tomatoes. The production of cotton has constantly declined in the last three decades. In 1906, the number of bales produced was 5,474; in 1948, there were 1,814 bales produced; and in 1951, there were 2,038 bales produced.

The principal livestock grown for market is cattle, hogs, goats, and sheep. Poultry production for market, turkeys and chickens, is a growing branch of the livestock industry. Livestock products marketed are whole milk, cream and butter. Several thousand head of livestock pass through the auction at Groveton annually which pass on to feeders and some direct to the packers. Poultry is

marketed as broilers and roasters. Although there were several farmers who produce eggs for market, data were not compiled to ascertain the volume of the retail business from sales.

Other commercial products of the county are brick clays, quartzite, sandstone, sand, and gravel. Large excavations (pits) may be observed from highways where sandstone has been mined and marketed. The county has a wide service area where it furnishes sand and gravel for construction purposes.

Trinity County was organized from Houston County in 1850. It was named for the Trinity River. Its population is predominantly rural with twenty-three per cent (23%) of its total population Negroes.

Distribution of Teachers by Schools and Departments

To ascertain information sought on reasons for irregular attendance at school, it was necessary that records of attendance be secured. These records as found are reported elsewhere in this study. The teacher-source from which this information was received is shown in Table I on page 9 with the distribution on the basis of the number of teachers per school and the departments of the respective schools in which they served.

TABLE I

DISTRIBUTION OF TEACHERS BY SCHOOLS AND DEPARTMENTS

Teachers

Name of School	Number of High School Teachers	Number of Elementary Teachers	Number of Home-making Teachers	Number of Vocational Agricultural Teachers	Number of Coaches	Total
Trinity	4	9	1	1	2	15
Groveton	3	4	1	1	2	9
Pennington	3	2	1	1	2	7
Apple Spring	0	4	0	0	2	4
Total	10	19	3	3	8	35

It is shown in the table above that there are 35 teachers in Trinity County Colored Schools. This total includes three vocational agricultural teachers who are not classified and held responsible for homerooms. What is true of the vocational agricultural teachers applies also to the homemaking teachers. Eight teachers serve as part-time athletic coaches for boys and girls. It may be noted in the total column above that the number of athletic coaches is not included.

Over 50 per cent of the total number of teachers in the schools are employed in the elementary departments. About 28 per cent of the total number of teachers are employed in the high school departments. The homemaking and vocational agricultural teachers are not shown as high school teachers, but the major portion of their classroom instruction is confined to high school pupils. Only one school included in this study does not give instruction above the elementary grade level.

CHAPTER II

RELATED STUDIES

According to Sears,¹ there are three types of attendance problems:

1. The child who is rarely or never at school.
2. The child who is irregularly in attendance.
3. The child who is frequently late at school.

He indicates that schools are concerned with the second and third of these since the first is a concern of the state's compulsory school law. He found some causes of absence are justifiable but found others that were not justifiable, among which he lists the schools themselves, cross and unsympathetic teachers, a formal curriculum, a stiff and unnatural atmosphere and a gloomy and uncomfortable room.

Sears thinks that many parents are careless and indifferent and that this affects the child's doing effective school work, yet he does not always blame the home. He points out that the child may have physical defects, may be truant or careless. He recommends that each child be studied individually so that individual needs may be met.

¹Jesse B. Sears, Classroom Organization and Control, pp. 57-64.

The writer is very much concerned with the children of the first group as this group contains a large portion of the students of high school age at a time when they could profit most from being in school.

Cubberley² states that the problem of securing good and prompt attendance in school is one of major concern to every principal. The difficulty of the problem is determined by the nature of the community in which the school is located and by the character of the patrons. Where sentiment for the school is strong, parents support efforts to have the pupils in school. In communities where there is no favorable sentiment toward the schools, the attendance problem is one of immense proportions.

Martin³ found in his study of non-attendance in the Alexander Hamilton Junior High School, Houston, Texas, that the causes are indirect and not specific. The purpose of his study was to present certain aspects of some of the causes of non-attendance in order that attendance workers might work more intelligently with the individual pupils. There is usually no single reason why a pupil is absent from school, it is, therefore, difficult to isolate the reasons

²Elwood P. Cubberley, The Principal and His School, pp. 242-265.

³E. D. Martin, "Some Causes of Non-Attendance in a Junior High School," School and Society, January 24, 1942, Vol. 55, No. 1413, pp. 110-111.

for non-attendance. Pupil absences should be treated as case studies.

The pupils who make scholarship marks in school have fewer mean day's absence than pupils who do not make scholarship marks.

Sullenger⁴ found that the personality and attitudes of the teachers and poorly adopted curriculum are vital factors in truancy problems. He states that lack of home supervision and co-operation was a contributing factor, and that subnormal children were usually found among the absentees. He attempts to point out in his study a few of the salient social factors that seem to be the most obvious in general analysis of 1741 cases in Omaha in 1931-1932.

The chief cause of non-attendance in Omaha was due to non co-operation of the parents or lack of home supervision. This might be remedied by bringing about a better relationship on the whole between the home and school. Non-attendance and truancy are serious handicaps to normal development of the child in the school and in society at large. There are always found a mental reason for all forms of behavior. There is a growing realization that truancy and other infractions of rules are the natural, expected

⁴E. T. Sullenger, Some Social Factors on School Attendance School Society, pp. 238-240.

indications that the child in his environment is not having his fundamental needs met. Emphasis is shifting toward some type of social diagnosis that comprehends and seeks to ameliorate those conditions that are the cause of infractions.

Johnson⁵ found that truancy and non-attendance are serious handicaps to normal development of the child in school and in the society of Chicago, Illinois. He found that parents often thought of their children as money making machines and therefore kept them out of school to assist in earning a living. If cases of truancy were discovered and case studies were made to prevent truancy, non-attendance and truancy are serious handicaps to the normal development of the child on school and society at large.

There is a growing realization that truancy and other violations of rules are natural, expected indications that the child in his environment is not having his fundamental needs met nor treated. The emphasis is shifting toward some type of social diagnosis that understands and seeks to improve those conditions that are the source of the trouble.

Douglass⁶ explains that attendance is known to bear a significant relationship to progress; therefore, pupils may

⁵W. H. Johnson, "The Problem of Truancy in Chicago Schools," School and Society, May, 1937, Vol. 44, No. 1168, PP. 665-72.

⁶Harl Douglass, Organization and Administration of Secondary Schools, p. 145.

be on the membership rolls of the school and may be distributed properly to course and classes but fail to make progress, because attendance was poor.

The relationship of regular attendance to the progress of pupils has been established by a number of careful studies as being positive and significant though not as great as it is generally believed to be. The desirability of punctuality is obvious, though not in proportion to the emphasis placed upon it by a very considerable percentage of elementary school teachers and principals. It devolves upon the administration of a high school to keep delinquency in attendance and in punctuality at a minimum and every principal faces that responsibility.

There are three avenues of approach to the reduction of absences and tardiness:

1. Through the pupils.
2. Through the parents.
3. Through the attendance office.

The Franklin School in South Bend, Indiana, has carried on an experiment in attendance work for the last two years. The purpose of the experiment has been to have the parent and child realize that good work in school cannot be accomplished without regular attendance.

At the beginning of the year, an assembly of the entire school was held and the teacher of the sixth grade who sponsored the work, explained the plan to the school. The plan was that the school should set an attendance goal which it should try to reach during the year. The pupils thought the goal should be 98 per cent. A weekly record of the attendance was to be kept. At the end of the period of nine weeks when report cards were given out, recognition should be given to the room having the highest percentage of attendance. Each week the pupils constructed a chart showing the percentage of attendance for the week. The school was divided into three groups. Group number I, included the kindergarten, first and second grades; group number II, the third and fourth grades; and group number III, the fifth, sixth, and seventh grades. A teacher was chosen as sponsor for each group. When an unexcused absence occurred, the sponsor sent the following notice to the parents:

Dear Patrons:

We are very anxious that the pupils of Franklin School succeed in their work. We feel that they cannot do this unless they attend school regularly. Will you kindly see that your child is in school everyday, on time, unless he is ill? If he is ill, please notify the school at once.

If the child was out of school again without notifying the school, the homeroom teacher or the group sponsor

called at the home. If unexcused absences occurred continuously, the principal called. The result was that in a short time the teachers found out there were only a few flagrant attendance cases. These consisted of children from problem homes. In most cases these were broken families with the mother left in charge of the children. The mother, having to work, left the children without supervision. Many times they were left at home alone to get ready for school in the morning. After the mother went to work, the children went to sleep and did not awaken on time. In other instances there were large families and both parents were working, again leaving the child without supervision. A few children were working evenings and not getting enough rest.

The attendance work showed the principal and teachers that delinquency was the factor that needed attention.

Tardiness

School attendance has improved, although the 98 per cent has not been reached. Chickenpox, measles, mumps, and other contagious diseases were the causes of much of the absences. We feel highly repaid for the effort put forth. Since we are trying to eliminate tardiness from the weekly average, 1 per cent was subtracted from each case of tardiness. The per cent of attendance was lower in rooms having

cases of tardiness.⁷

Poverty: Impediment to Attendance

A recent Ohio case involving the nature of an educational trust fund established 120 years ago raises some fascinating questions as to the obligations of the state relative to removing conditions of school non-attendance caused by poverty.

Prior to 1826, Mr. Woodward created a trust fund for founding and maintaining a free school for the education of poor children in Cincinnati to be established and maintained by the city. The trust fund was accepted by the state legislature which set up a grammar school corporation for the provision of educational opportunity for children between the ages of 5 and 16 whose parents did not have sufficient ability to provide for their instruction in the common branches of an English education. Other children were to pay tuition subsequently for high school instruction under the same general conditions.

The Ohio court agreed that the arrangement was invalid since it was not limiting the use of trust funds in

⁷Estella Carothers, "School Attendance," Grade Teacher, December, 1945, p. 62.

accordance with the purposes for which the trust was established, the education of children whose parents could not financially provide an education. The court made the decision after an extensive review of the provisions of the Ohio constitution and school laws. The decision read:

It is obvious that poverty is no excuse for non-attendance at school. Such being the case, it is also apparent that if poverty interferes with such attendance, the burden rests upon the public at large to remove such impediment by appropriate means. It is thus apparent that any necessity for private aid to poor children in obtaining an elementary or a high school education is entirely unnecessary and that the revenues of the Woodward for such purposes.⁸

Demise of the "Hooky Cop"

For more than fifteen years, socialized attendance procedures have replaced the "hooky cop" in San Diego City school system. The Bureau of Child Guidance in this city serves chiefly in two ways: First, in a general capacity; second, by handling truancy when it is a factor of a child's maladjustment.

In a general capacity attendance counselors visit

⁸Harry N. Rosenfield, Nations Schools, May, 1946, p. 48.

beaches on sunny days, the parks on other days and regularly drop by the movies and other popular gathering spots to find the truant boys and girls and send them back to school in a firm but kindly manner. The juvenile bureau of the city police department furnishes several officers who patrol the business area of the town and assist in returning children to school.

Every teacher realizes that good attendance pays rich dividends as a time saver. It is an old story that make-up work is many times more troublesome than a paper coming in at the regular time. Furthermore, a kind smile and a thoughtful inquiry regarding absence or outside activities foster respect for teachers. The teacher must adjust her teaching to the capacities of each child. Courses of study will be rebuilt and readjusted when teachers insist upon it.

No one can estimate truly the percentage of truancy which arises from a child's natural desire to escape a classroom situation in which he is bound to fail.⁹

How the Superintendent Meets Attendance Problems

Emma M. Lawrence, stated in 1947, in The School

⁹Edith Carson Smith, Nations Schools, March, 1947, p. 26.

Board Journal, that the solution of attendance problems in any community hinges on seven well-known principles:

1. A full and accurate census.
2. An accurate check between the census and the school enrollment.
3. A quick report on initial enrollment.
4. The adoption of a policy limiting exemptions from the compulsory education law.
5. An immediate enforcement of the compulsory education law.
6. Educating the public in the ideals of school attendance.
7. Keeping and maintaining correct and convenient records of attendance.¹⁰

School Attendance Habits

Communities can be trained to good or poor school attendance habits. When a community as a whole knows that children will not be excused from attending school with absolute regularity, the attendance problems become relatively easy. A definite policy limiting exemptions from school readily creates what may be called a "school attendance minded" town. If the policy does not vary, except for absolutely necessary individual cases, the administrative

¹⁰Emma M. Lawrence, The American School Board Journal, February, 1947, p. 38.

officers are relieved from a large number of useless pleas and complaints.

In Owosso, the school authorities will not consider seriously any plea like the following as revealed by the Lawrence survey:

1. "Father cannot find work but Johnny can."
2. "I have a large family."
3. "I have purchased a home on which payments are still due."
4. "I have a mortgage or notes coming due."
5. "Willie has a good chance for a job now and probably will not have a like opportunity again."
6. "Johnny does not like school; he is better out of it."
7. "Why make Johnny go these last six weeks when he get a job? Why not let him off now?"
8. "My husband has left me, or I have left my husband."¹¹

While to parents the preceding reasons may seem sufficient, each individual case must be handled separately. Not one of the reasons given is basically sound for exemption from school. During the school year of 1943-1944 in Owosso, only two children under 16 years of age have been exempted from school.

¹¹Ibid.

She further states:

Compulsory attendance problems are simplified as the enrollment machinery functions from the day of the opening of school. When people learn that enforcement is not delayed two or three weeks pending a check of enrollment, practically everybody goes to school from the first day.¹²

The development of a community attitude toward regular attendance has an effect on the pupils. For the sake of the right development of the child, the school and the school's work must be held up constantly to the child as its first and main business in life. If the child senses that the community considers this to be a fact, desirable attitudes will be built up in the child. If, however, it senses that the school gives way to the conveniences of parents or teachers and to all those miscellaneous groups and agencies that wish to use the child during some part of the school day, it is inevitable that the child will reason accurately that school is not so important and that it will also give way to his wishes and conveniences.

Attendance will be actually improved if parents get the idea that the school does not want children when they are unfit for school. This idea will be further impressed

¹²Ibid.

if parents understand that they are neglecting their duty toward the children when they fail to keep the children in fit condition for school.

School Attendance in the United States

The attendance problem is that of keeping the children in regular attendance. Of course, perfect attendance cannot be expected of every child enrolled, but there is, nevertheless, the problem of unnecessary absences. In every community there are some parents who will keep their children out of school for a day or two at a time to assist with chores and with farm work. Data are not available to show for the entire country how many pupils are unlawfully absent, but that many children are absent from school without lawful excuses is evident according to data compiled by the Pennsylvania State Department of Public Instruction.¹³ In 1933, the number of sessions of absences in the state amounted to 36,861,941. Of this number 1,731,631 were unexcused. There were in that year 57,409 pupils, or 2.8 per cent of the total enrollment unlawfully absent on first offense and 24,412, or 1.2 per cent, of the enrollment unlawfully absent on the second offense. If these percentages of unlawful absences may be regarded as average, the

¹³Bulletin, "Keep in Touch with the Schools," Statistical Research Studies, April, 1934, No. 7.

total number of unlawful absences for the first offense in the country as a whole amounts to 735,712 and for the second offense to 315,305.

Students' absences cost the Dallas school system nearly \$200,000 in the fall of 1949. The loss is due to be even greater during the rest of the school year. And it will continue until "the idea is ingrained in the people" that classes missed mean money lost under the Gilmer-Aiken program. W. T. White, superintendent of the Dallas Independent School district says:

Attendance has always been poorest in the first grade, and better in each grade higher up to the fifth, where it tends to level off.¹⁴

The Other Twelve Per Cent

Mina Wagner,¹⁵ in her recent article entitled, "Attendance 88 Per Cent," brought out many interesting points and suggestions for the improvement of school attendance. However, a mere thorough analysis of the attendance situation should bring other facts to your attention.

¹⁴Ibid.

¹⁵Mina Wagner, "Attendance 88 Per Cent," Journal of Education, April, 1946, pp. 115-116.

The root of the poor attendance problem, I believe, is in the home. If the parents are not interested in sending their children to school regularly, what can the teacher do about it? Yes, she can visit the home and talk to the parents about Jimmy or Mary, and thus have a better understanding of his or her home problems and background. This information will prove helpful at school, but when Jimmy and Mary fail to appear at school with some degree of regularity, the teacher's training, planned programs, and abilities are for nought.

Parents too often encourage and promote poor school attendance through their own words and actions. They influence the child's attitude toward the school. Mother has to go shopping or to a club meeting, so Susan is kept home to attend to the baby or clean up the house. The next day the teacher receives a note stating that Susan's absence was due to illness, toothache, or a sore throat. There have been cases in which both parents are working and the older children take turns staying home from school and tending the small baby. Is it fair to ask children to assume a mother's responsibility?

What we need is strict enforcement of the compulsory school attendance laws in every community. Attendance officers need the backing of court officials, more interested in improving their communities than in votes for the coming

election. Some teachers may be responsible for a lack of interest on the part of some children, but they are in the minority. School attendance can and will improve when schools, parents, social agencies, churches, and the courts co-operate to the fullest extent. Then we shall have well educated American citizens.¹⁶

When Children Skip School

The problem of truancy calls for wiser handling by the public schools, according to the Citizens' Committee of New York City, in a recently issued report. The report,¹⁷ "Children Who Are Absent from School," discusses a situation which probably differs only in scale from that in many other communities. Therefore, its suggested program is worthy of study elsewhere.

The average daily register in the New York City schools last year was 833,899. Of these, about one child in ten was absent on a typical school day. Of the 385,000 absences last year, 66 per cent were found to be lawful, due to illness, bad weather, or a home emergency. Of the unlawful absences, less than half were due to truancy.

¹⁶The Survey, November, 1949.

¹⁷Ibid.

Like earlier studies, this one stresses the point that truancy is a system of disturbance in the child and calls for understanding and treatment of the underlying cause. This may lie with the school in an unsatisfactory curriculum for example, or in "the uninterested teaching of these adults who do not like to teach." A large group of truants are children "subjected to rejecting, inconsistent, unleveling, or overprotecting parents who are themselves the products of similar backgrounds."

The Nature and Scope of the Non-Attendance Problem

The causes of non-attendance are not always as apparent as one might think. The earlier investigations, which relied largely on statements made by pupils or parents, showed that about 50 per cent of non-attendance was caused by the illness of the child. Studies made in more recent years have taken greater account of the possibility of the unreliability of excuses for absences made by pupils and parents. Although the later studies still report illness as a prominent cause of non-attendance particularly among pupils from the poorer sections of town, illness does not maintain the high rank shown in the earlier investigations. Such factors as distance from school, parental neglect, laxity of teachers in keeping records and reporting absences, farm work, and complex social problems were found

to be of greatest significance than illness.

Beavis, in an attempt to determine the factors which have the greatest influence upon school attendance in five rural counties in Pennsylvania, concluded that:

The five most important factors out of a list of fifty possible factors, were distance from school, progress of the pupil, academic standing of the child in school, type of teacher, and kind of community.¹⁸

Child Accounting

Among the many executive activities of the administrators is child accounting. The purpose for which these records are kept determines the complexity of the problem of record keeping. However, child accounting has become prerequisite for evaluating the financial outlay necessary for the operation of school programs, especially in states where there is a forced compulsory attendance school law and where the pupil load based on attendance determines the number of teachers to be employed.

In addition to monetary considerations as they relate to employment of teaching personnel, there is also

¹⁸Henry J. Otto, Elementary School Organization and Administration, p. 328.

the social aspect as it relates to parent-teacher relationship.

Child accounting has principally to do with keeping records of attendance, organization of academic procedures to determine progress, and the overall school program in its community's economic status. Problems arise from social aspects, economic aspects, as well as from an administrative aspect. Underlying the whole record keeping activity is the effort to bring the school into conformity of the prescribed requirements of sustaining source or sources.

Definitive Variations

Child accounting is viewed from several angles. One phase may be thought of as the activities of a truant officer, that is, to check attendance and enforce the compulsory school law. In this connection, it becomes necessary for surveys on part of the supervisory personnel to contact patrons in an effort to find out the causes of non-attendance and appraise the pupil progress in school by using both attendance and progress records as mediums of appraising the instructional activities.

The ultimate purpose of having school is to improve the child's abilities for better and greater services to society. When society is spoken of, we are thinking of the child's preparation which fits it to be gainfully employed

in whatever industrial or private enterprise which it finds itself placed. A follow-up is necessary to determine efficiency.

General Principles

In the organization of the educational functions, there are four general principles: (1) It must be determined the extent to which institutions carry on educational activities and the degree of specialization emphasized in the keeping of both child and adult records. (2) The basic principle of equality of opportunity in education must be acceptable to the state in which the school is operated. (3) Limitations are prescribed by law; and (4) The manifested interest in determining definite information respecting the number, location, and conditions of children within the general state plan.

Operation

Persons to whom authority has been delegated to ascertain information regarding child accounting should use this police power intelligently and cautiously. Two considerations should be kept in mind in the operating activity of child accounting. They are considerations of the nature

of the educational organization and the democratic methods employed in fulfilling instructions. While the local subdivisions of the state government has authority to apply the penalties, if any, there is also the necessity of the operating agencies to study problems which give rise to certain situations.

Major Child Accounting Problems

There are many problems which enter into the process of child accounting. Listed below are a few of the problems which have been classified as major problems. They are:

Location, enforcement, school records, home contacts, appraisals, reporting, school census, census methods, taking census, administrative control, absence from school, health and social problems, instructional records, liaison records, home contact records, and appraisal records.

a. Location

In the study of child location respecting the school to which it is counted shows that the statutes set the boundaries and prescribes age groups to be included in the enumerations. The state scholastic appropriations are allotted upon the basis of the number of children enrolled in the school living in the district and/or the number of children transferred to the district who are attending the school

to which the appropriation is allocated.

b. Enforcement

To secure the highest per cent of attendance is achieved only where the community spirit is in accord with the compulsory attendance law. There is no provision in the law to employ officers to force school attendance in Texas. It has been found that in communities where the dominant influence is indifferent toward enforcement, there has arisen varied acts of antagonism against the school administration to offset the application of the law. In some instances, strikes have been incited by parents to further complicate the smooth running of a planned school program. The conclusion has been drawn that the theory and practice of compulsory attendance are contingent upon community co-operation.

c. School Records

The third in the series of problems arising from child accounting is the maintenance of individual records to protect both child and the institution. This individual record becomes more acute when the child moves frequently from one school district to another, or/and from school to another in the same district or state.

d. Home Contacts

The usual policy of the school is to report to parents the laxity of their children in attending school. This is done most of the time by credits of attendance and progress as shown on the report cards. The congenial partnership of parent and teacher in meeting the challenge of keeping the child in school is mutual when both understand their respective responsibilities.

e. Appraisal

In making a justified appraisal of pupil progress, consideration is given to the individual pupil progress as compared to the total possible progress which could have been made according to the amount of exposure the child has had for instruction. There are areas in which there is difficulty of measuring the results of achievements, especially in the age-grade and age-grade-progress, based upon the fitness of the child to the school organization. In addition to the foregoing observations, surveys have been made and used to determine the relationship of building use, unit cost, and diagnostic work by specialists.

f. Reporting

The record keeping of the child does not end

in the school administrator's office, but is also required by the state in accounting to the Federal Government. The administrator's report is supplemented with the archival records which are submitted to the public annually.

g. School Census

All child accounting originates with the school census. The procedures differ according to the number of children to be enumerated and the size of the district in both area and population in which the census is being taken. It is from this record that the age group included in the compulsory school law is secured. In Texas, the school census includes all children who are six years of age before September of the current school year and not over eighteen years old on the first day of September of the current school year. The system used mostly is by making a house-to-house canvass and having the parents to give information required. However, often the forms are filled out at school to include those children enrolled and sent or carried to the parent or guardian for any additional children who have moved into the home or have become six years of age since the last school census was taken.

h. Census Methods

The school census may be taken on a periodic

or a continuing basis. Where the census has fiscal value, as in Texas, it is taken annually. However, where there is no fiscal value to the school, the census may be taken annually, biennially, decennially (every 10 years) or quinquennially (every five years). A continuing census is one where the immediate previous annual census is used as a base for new records.

i. Taking Census

Procedures in taking the census, especially with reference to the personnel to make contacts, differ according to the complexity of the problem. In large cities, the superintendent is delegated authority to secure whatever help which is necessary to take the census and compile name. Often specialists in child accounting are employed to supervise the total process. In the smaller-size districts the secretary of the school board or another member of the board or even the principal or a competent citizen of the community is delegated that authority.

j. Administrative Control

The responsibility for records for all children within a school district is required of the school authorities of the school district. In a

compulsory school attendance atmosphere, the authorities who take the census must transfer this information to the superintendent (where the superintendent isn't the responsible one). After the children are registered in school, it becomes the administrator's responsibility to keep records of attendance, tardiness, and promotion.

k. Absence from School

Arthur B. Moehlman states in his book, School Administration, that:

As soon as a school district assumes responsibility for getting the children into school and keeping them there, accurate accounting rules are basic. Honesty in child accounting immediately affects attendance. Studies covering a period of years indicate that membership and attendance fluctuate by months, although they are relative constant by years.

The accurate tabulation of membership and attendance indicates that the problem of absence in both urban and rural districts has been subjected to considerable study since 1925. From these studies it is apparent that illness of the child and illness in the home account for almost 60 per cent of all absences; economic and social incapacity of parents or the child, approximately 20 per cent; and maladjustment in school child relationships, approximately 20 per cent. Maladjustment is also expressed as truancy, although the latter cause, defined as "willful absence," seldom exceeds 2 per cent of the total absence. Attendance varies directly by months, by age, and by sex, with the girls showing a better record.

Distance from school as well as the weather is a factor in rural absence. Working at home during certain months of the year is a significant cause in farming communities.

It is shown in this study that the problem of greatest significance is illness. Children can't be justifiably compelled to attend school while ill or members of their families ill. The difficulty for a teacher in keeping records on children who are absent because of illness is in the lack of knowledge of the situation at the end of the day in posting registers where it is required of the teacher to state why a child was absent. There is no alternative but to report it either present or absent.

1. Health and Social Problems

As pointed out by Mr. Moehlman in the extract above, it is obvious that it has become necessary to shift emphasis from the police enforcement approach to that of a health and sociological determination for keeping children in school. However, this change of emphasis has not been recognized, at least, has not kept pace with recent studies in child accounting.

m. Instructional Records

There should be an individual record for each child in school. These records should be duplicated

or triplicated according to the number of accountable sources. Provisions should be made in the teacher's registers to account for entries, withdrawals, absences, and transfers from room to room within the school or from school to school within the district or state. The continuing records have not been as well standardized as the entries, withdrawals, and absences have been.

n. Liaison Records

Liaison records should be used to keep up with where the child is and when. The form upon which these records are kept or should be kept is not so important, however, as the knowledge of knowing and having facts to submit to inquiry respecting the whereabouts of children when they move from one building to another on the campus or from one school to another. These records are important for the researcher who is seeking to establish a basis for determining the causes of absences of children when not accounted for on the register.

o. Home Contact Records

In making a study of irregularity of attendance in certain schools in a designated vicinity, it is an advantage to the investigator to be able to find some records in the homes sent out from the school

respecting school attendance. These records will help solve some of the problems of delinquency causes as it may be possible to discuss the reasons for the absences with the parents on the basis of the reports at hand. Teachers usually send out periodic report cards, mostly every six weeks, which show progress and retardations. At the end of the school year certificates of promotion and diplomas are issued by the school administrator.

p. Appraisal Records

A student is considered making normal progress when he completes satisfactory assignments for definite report periods. Reports of progress based on the curriculum requirements are usually made at the end of the semester or/and at the end of the school year. Age-grade placement and age-grade progress are determined by the assumption of orderly progress year by year. When the records show that a child has been in school more years than his present grade shows (an average of one grade per year), he is considered a retarded student. The relationship of children to progress, regardless of other factors so states Mr. Moehlman is "secured from study of failure to make grades in terms of the total possibility."

The climax on child accounting as it relates to absences is that there is a greater tendency to solve attendance problems by social rather than by police action.

CHAPTER III

METHODS OF INVESTIGATION

The use of the questionnaire was the principal form of investigation. However, personnel contacts with the parents, teachers, principals, and superintendents were also utilized. A set of questions differing in approach of study was used for each group of individuals. The purpose of this four-way approach was to determine a cross section of opinions respecting main causes why some children attended school irregularly.

Twelve questions were asked the parents; eight main with seven sub-questions were asked principals; sixteen questions were asked the classroom teachers, and five main and nine sub-questions were asked the district and county superintendents.

Collection of Data by Schools

When the questionnaires were all in, a master sheet was formulated for compiling contrasted opinions. The distribution of these answers was made by schools and departments. The identical questions had answers varying in some cases with the respective groups contacted. As shown in the

tabulations below, a numerical standard of measurement of answers made was distributed and tabulated.

Copies of questionnaires used for the respective four groups are shown in the appendix.

TABLE II

DISTRIBUTION OF COUNTY PARENTS BY SCHOOLS AND DEPARTMENTS

Questions	Grove- ton		Trinity		Pen- nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Do you send your children to school regularly?		19		8		6		6		39
If you don't send your children to school regularly, please check reason or reasons below which explain why.										
a. Not interested in educating my children	5	14	4	4	3	3	5	1	17	22
b. Don't like the teacher by whom my child is taught	14	5	2	6	5	1	4	2	25	14
c. Need my children to help make a living	17	2	3	5	4	2	4	2	28	11
d. Chronic sickness	8	11	3	5	5	1		6	16	23
e. Lives too far from school bus route	1	18		8	2	4		6	3	36

TABLE II (CONTINUED)

Questions	Grove-		Trinity		Pen-		nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
f. The bus comes too early and gets back too late												
	1	18		8	1	5		6	2	37		
g. Children too young to walk after old school bus breaks down												
	1	18		8	2	4		6	3	36		
h. Dissatisfied with the general school program												
	1	18	1	7	2	4		6	4	35		
i. Give in to wishes of children and don't force them to attend when they have nothing to do												
	18	1	3	5	6		1	5	28	11		
j. I don't have any education, let them make it as I had to do												
	13	6	2	6	2	4	2	4	19	20		
k. Go west to pick cotton or do other public work for money												
	14	5	3	5	3	3	2	4	22	17		
l. Financially unable to send children to school regularly												
	17	2	5	3	5	1	5	1	32	7		

7. Do children from the poorer families attend school as regularly as children from the more fortunate families?

TABLE III

DISTRIBUTION OF COUNTY PRINCIPAL BY SCHOOLS AND DISTRICT

Questions	Grove- ton		Trinity		Pen- nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Name and address of school										
2. Which department of your school shows the lowest average daily attendance?			Elem.	Elem.	H.S.			Elem.		
3. Do you keep on file the reasons parents give for their children not attending school regularly?	x		x		x		x		4	
4. Do you keep records of children who attend school irregularly?	x		x		x		x		4	
5. Do you have or have had any system of checking reasons why children come to school irregularly besides that of the teacher's reports?	x				x	x		x	3	1
6. If you had a system of checking reasons for irregular attendance, did you help patrons plan to keep their children in school?	x		x		x		x		4	
7. Do children from the poorer families attend school as regularly as children from the more fortunate families?		x		x		x		x		4

TABLE III (CONTINUED)

Questions	Grove- ton		Trinity		Pen- nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
8. List four of the most frequent reasons patrons give for not sending their children to school regularly:										
a. Sickness	x		x		x		x		4	
b. Doing part-time work	x		x		x		x		4	
c. Need children to help work at home	x		x		x		x		4	
d. Permitted to work out for money	x		x		x		x		4	
e. Parents working, pupils kept out with small children	x		x		x		x		4	
f. Not having sufficient clothing to wear		x		x		x		x		4
g. Lack interest in children's education	x		x		x		x		4	
h. Influenced by bad environment	x		x		x		x		4	

TABLE IV

DISTRIBUTION OF COUNTY SUPERINTENDENTS BY
SCHOOLS AND DISTRICT

Questions	Grove- ton		Nigton		Trinity		Pen- nington		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Name of school dis- trict or county employed										
2. Are the annual reports of Negro schools in your district or county for the past four years available for checking attendance records?	x		x		x		x		4	
3. Is it and has it been the policy of your school dis- trict to ascertain, tabulate, and re- cord for future ref- erence, the causes of irregular school attendance in the Negro schools in your district in your county?		x	x		x		x		3	1
4. On the basis of the supervisor's re- ports or/and the visiting teacher's reports, has it been revealed whether lack of interest on part of teachers or/ and principals is responsible for ir- regular attendance?	x		x		x		x		4	

TABLE IV (CONTINUED)

Questions	Grove- ton		Nigton		Trinity		Pen- nington		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
5. Opinions:										
a. Has the consoli- dation of schools helped or hin- dered the regu- larity of attend- ance in Negro schools of your district?	x			x		x		x	2	2
b. Do you think a split session (with 6 weeks summer school) would help reme- dy irregularity of attendance in Negro schools of your district?		x	x			x		x	1	3
c. Do you believe that low family income has con- tributed to the spirit of laxity on part of Negro patrons in send- ing their chil- dren to school regularly?	x		x			x		x	3	1

TABLE V (CONTINUED)

Questions	Grove- ton		Trinity		Pen- nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
11. Do you hold a degree based on college credits?	7		10		5		2		24	
12. If you don't have a degree, how many semester hours do you have?										
Which, if any, of the following reasons do parents give for not sending their children to school regularly?										
a. Live too far from bus route		7		10	3	2		2	3	21
b. Bus comes too early and gets back too late		7		10	3	2		2	3	21
c. Bus is overcrowded		7		10		5		2		24
d. Dissatisfied with child's grade placement	3	4	3	7		5		2	6	18
e. Chronic sickness	3	4	5	5	3	2	2		13	11
f. Epidemic	2	5	5	5	4	1		2	11	13
g. Need children to help work	7		9	1	5		2		23	1
h. Do not like teacher	5	2	6	4	3	2	1	1	15	9
i. Don't have sufficient food and clothing for children	5	2	3	7	4	1	1	1	13	11

TABLE V (CONTINUED)

Questions	Grove- ton		Trinity		Pen- nington		Nigton		Total	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
j. Lack interest in children's education	7		7	3	4	1	2		20	4
k. Child or children permitted to work out for money	7		8	2	4	1	2		21	3
l. Child not interested in education	7		6	4	2	3		2	15	9
m. Don't think your course offerings sufficient	7		9	1	3	2	2		21	3
n. Children influenced by bad environments	7		9	1	4	1	2		22	2
o. Parents working, pupils kept home with smaller children	7		6	4	5		2		20	4
p. Parents need encouragement from teachers or principal	6	1	9	1	4	1	2		21	3
q. Mother needs children to help wash	5	2	7	3	5		2		19	5
r. Father needs children to help with home and farm work	7		8	2	5		2		22	2
s. School buses break down and children have to walk home		7		10	3	2		2	3	21
t. Window panes out of buses and there are no heaters		7		10	2	3		2	2	22
u. Children just played hooky from school	3	4	4	6	2	3		2	9	15

TABLE VI

DISTRIBUTION OF COUNTY TEACHERS BY SCHOOLS AND DEPARTMENTS

Pennington School				
Name of Teacher	Time Taught in this School	Years of Teaching Experience	High School	Elementary School
1. Cleophus Hall	1	3	ck.	
2. Francis Berry	4	18		ck.
3. James E. Steel	1	1	ck.	
4. Annie B. Steel	1	3		ck.
5. Florence E. Hardeman	13	13	ck.	
6. Dottie Mae Horace	7	12		ck.

Groveton School				
Name of Teacher	Time Taught in this School	Years of Teaching Experience	High School	Elementary School
1. A. Brailsford	7	25	ck.	
2. Ethel E. Dunn	13	20		ck.
3. Annie B. Thomas	4	4	ck.	
4. K. B. Smith	16	21		ck.
5. Lula Mae Hicks	11	24	ck.	
6. Vitima E. Mathis	10	16		ck.
7. R. Lacy	1	2		ck.
8. T. L. Mathis	11	18		ck.
9. V. B. Callahan	9	13	ck.	

TABLE VI (CONTINUED)

Trinity School				
Name of Teacher	Time Taught in this School	Years of Teaching Experi- ence	High School	Elementary School
1. Calvin Franklin	9	9	ck.	
2. Azalia Ellis	9	18		ck.
3. Tina B. Nelson	6	21		ck.
4. Oscar Sanders	1	4	ck.	
5. Elsie E. Graham	7	7	ck.	
6. Lizzie B. Burnett	2	19		ck.
7. Ina Love	6	15		ck.
8. D. W. Simmons	5	6	ck.	
9. Lois M. Debore	5	5		ck.
10. Ella Young	24	28		ck.
11. Ocie M. Crawford	6	6		ck
Nigton School				
1. Daisy Scott	16	20		ck.
2. Louise Massie	15	18		ck.
3. Odessa Wallace	3	8		ck.

Tabulation

The questions listed under separated approaches for determining answers for establishing their frequency were grouped according to the personnel being investigated.

The individual interviewed was required to answer yes or no; therefore the tabulated data show the numerical opinion of 24 teachers, 39 patrons, 4 principals, and 4 district superintendents. The study was limited to 100 Negro children in 4 school districts.

Separate schedules of irregular attendance was taken by districts, families, and children from the respective homes. There was an average of 2.7 pupils from each home. There also was a more unanimity of opinion in the larger than in the smaller school of irregularity of attendance is in the elementary departments of the schools surveyed.

All teachers answering questionnaires had obtained their first degree (Bachelor) and hence are expected to have had training in such courses in education which would qualify them for efficient dependable reports.

Below is shown in reverse sequence those tabulations by groups of personnel who understand best--(the patrons, teachers, principals, and superintendents)--the appropriateness and relativity of reasons and causes of the general theme objective.

CHAPTER IV

ORGANIZATION AND ANALYSIS OF DATA

In order to determine the irregular attendance by schools, an individual check was made with each teacher, using the daily register as a basis of reasoning and investigation of the parents. A check was made to include months, September through May, of the school year 1950-1951, of each child studied. The scope of the study was 100 school children reported as having attended school irregularly during the designated year. Each date that a child was absent from school was entered in the report. A summary by months and a grand total for the school year was indicated.

These records were compiled for each of the following schools: Groveton, Trinity, Pennington, and Nigton. The study was made on each child to include both his age and grade, as well as, days absent from school for each month.

The organization for analysis is shown in the breakdown by schools as shown below.

GROVETON SCHOOL

Name	Age	Grade	School	Days Absent
Mable Horace	14	7th	Groveton	Sept.-12-13-14-17-18-19
				Total - - - - - 6
				Oct.-1-2-3-4-5-12-16-24
				Total - - - - - 8
				Nov.-5-6-7-9-12-15-20
				Total - - - - - 7
				Dec.-4-6-10-12-13-18
				Total - - - - - 6
				Jan.-8-9-10-11-22-25-28
				Total - - - - - 7
				Feb.-4-5-7-11-13-22
				Total - - - - - 6
				March-19-20-21--Total - 3
				April-7-8-10-15--Total- 4
				May-13-15--Total - - - 2
				Grand Total - - - - - 49
Marie E. Lewis	14	7th	Groveton	Sept.-11-12-13-14-18-19-
				20--Total - - - - - 7
				Oct.-1-2-3-4-5-8-9-10-11-
				16--Total - - - - - 10
				Nov.-5-8-13-14-19--Total 6
				Dec.-3-5-7-11-13-18--
				Total - - - - - 5
				Jan.-1-2-3-4-16-18
				Total - - - - - 5
				Feb.-13-15-19-22--Total 4
				March-10-11-12-13-14
				Total - - - - - 5
				April-1-2-3-4-7-11
				Total - - - - - 6
				May-12-14--Total - - - 2
				Grand Total - - - - - 50
Bernice Lewis	12	4th	Groveton	Sept.-10-12-14-17-19-20
				Total - - - - - 6
				Oct.-2-3-4-10-12-17-25
				Total - - - - - 7
				Nov.-5-6-7-8-9-21-23
				Total - - - - - 7
				Dec.-3-4-5-13-14-18
				Total - - - - - 6
				Jan.-2-3-16-17-22--Total 5
				Feb.-11-12-15-19-22
				Total - - - - - 5
				March-10-11--Total - - 2
				April-15-16-17-21--Total 4
				May-5-6-7-8-9-12--Total 6
				Grand Total - - - - - 48

Name	Age	Grade	School	Days Absent	
Henry Lewis	6	1st	Groveton	Sept.-18-19-20-27--Total	4
				Oct.-2-4-5-15-17--Total	5
				Nov.-7-13--Total - - - -	2
				Dec.-3-5-6-7-13-18-20	
				Total - - - - - - - - -	7
				Jan.-2-3-4-22-25--Total	5
				Feb.-7-8--Total - - - - -	2
				March-18-19-20--Total - - -	3
				April-10--Total - - - - -	1
				May-6-7--Total - - - - -	2
				Grand Total - - - - -	31
J. L. Lewis	18	8th	Groveton	Sept.-11-12-13-14-17-18-	
				19--Total - - - - -	7
				Oct.-1-2-3-4-5-8-9-10-	
				11-12--Total - - - - -	10
				Nov.-5-6-7-8-9-14-20-23-	
				28--Total - - - - -	9
				Dec.-12-13-14-17-18	
				Total - - - - -	5
				Jan.-2-3-4--Total - - -	3
				Feb.-4-5-8-12-18-19	
				Total - - - - -	6
				March-3-4-10-11-12-13-	
				14-17--Total - - - - -	8
				April-1-2-3-4-7-8-9-10-	
				11-15--Total - - - - -	10
Ocie L. Lewis	13	5th	Groveton	May-1-2-5-6-7-14-15	
				Total - - - - -	7
				Grand Total - - - - -	65
				Sept.-11-12-13-14-17-18-	
				19--Total - - - - -	7
				Oct.-1-2-3-4-5-8-9-10-11	
				Total - - - - -	9
				Nov.-13-14-15-19-20-28-	
				29--Total - - - - -	7
				Dec.-6-7-12-13-14--Total	5
				Jan.-21-22-24-29--Total	4
				Feb.-4-5--Total - - - -	2
				March-17-18-20-26-28	
				Total - - - - -	5
				April-7-9-10-15-22	
				Total - - - - -	5
				May-6--Total - - - - -	1
				Grand Total - - - - -	45

Name	Age	Grade	School	Days Absent	
Leon Lewis	8	1st	Groveton	Sept.-11-12-13--Total - -	3
				Oct.-15-17-18-19--Total - -	4
				Nov.-1-2-5-6-7-8-9-14-20	
				Total - - - - -	9
				Dec.-10-12-13-14-21--Total	5
				Jan.-7-8-15-16-22-29	
				Total - - - - -	6
				Feb.-4-7-11-13-19-26-28	
				Total - - - - -	7
				March-3-5-6-10-18-25	
				Total - - - - -	6
				April-15-16--Total - - -	2
				May-7-8-12--Total - - -	3
				Grand Total - - - - -	45
Joe L. Dunn	9	3rd	Groveton	Sept.-24-25-26-27-28	
				Total - - - - -	5
				Oct.-1-2-3-10-17-24-31	
				Total - - - - -	7
				Nov-8-9-13-19-26-29--Total	6
				Dec.-10-11-12-13--Total -	4
				Jan.-8-10-14-17-22-28	
				Total - - - - -	6
				Feb.-11-13-15-18-21-29	
				Total - - - - -	6
				March-4-5-6-10-13--Total	5
				April-2-3-4-9--Total - -	4
Leroy Dunn	12	4th	Groveton	May-7-8-9--Total - - - -	3
				Grand Total - - - - -	46
				Sept.-20-21-24-25-26	
				Total - - - - -	5
				Oct.-1-2-3-4-8-10-12-15	
				Total - - - - -	8
				Nov.-6-7-8-9-12-13-14	
				Total - - - - -	7
				Dec.-3-4-5-7-10-12-17	
				Total - - - - -	7
				Jan.-2-3-4-7-8-9--Total -	6
				Feb.-7-8-11-14-18-20	
				Total - - - - -	6
				March-3-4-5-17-18-19-20	
				Total - - - - -	7
				April-7-8-9-10-11-14-15	
				Total - - - - -	7
				May - - - - -	0
				Grand Total - - - - -	53

Name	Age	Grade	School	Days Absent	
Billie R. Thomas	13	5th	Groveton	Sept.-24-25-26-27-28	
				Total - - - - -	5
				Oct.-1-2-3-4-5-8-9-	
				15--Total - - - - -	8
Alfonza Wyatt	17	11th	Groveton	Nov.-12-13-14-16-20-	
				23--Total - - - - -	6
				Dec.-3-4-5-11-12-14-	
				17--Total - - - - -	7
				Jan.-7-8-9-10-14-22	
				Total - - - - -	6
				Feb.-1-4-8-11-14-19-	
				29--Total - - - - -	7
				March-10-12-17-18-20	
				Total - - - - -	5
				April-8-9-10-21-22-30	
				Total - - - - -	6
				May-5--Total - - - -	1
				Grand Total - - - - -	51
Betty J. Reese	16	9th	Groveton	Sept.-13-14-18-20-21	
				Total - - - - -	5
				Oct.-1-2-3-5-9-11-12-	
				18--Total - - - - -	8
John E. Wyatt	16	10th	Groveton	Nov.-19-20-22-26--	
				Total - - - - -	4
				Dec.-4-5-7-11-13-14	
				Total - - - - -	6
				Jan.-2-3-4-9-10-15-22	
				Total - - - - -	7
				Feb.-5-6-7-8-11-14-	
				19-25--Total - - - -	8
				March-3-5-6-11-13-18-	
				25--Total - - - - -	7
				April-1-2-3-7-8-9-15-	
				16--Total - - - - -	8
				May-13-15--Total - -	2
				Grand Total - - - - -	55
Ruth Reese	15	7th	Groveton	Sept.-11-12-13-14-17-	
				18-19-20--Total - - -	8
				Oct.-2-3-4-5-10-11-15-	
				17-18--Total - - - -	9
				Nov.-2-5-6-7-8-9-13-	
				15--Total - - - - -	8
				Dec.-3-5-6-12-17	
				Total - - - - -	5
				Jan.-7-9-11-14--Total	4
				Feb.-4-5-7-11-14-21-	
				26--Total - - - - -	7

Name	Age	Grade	School	Days Absent	
Ruth Reese (Continued)				March-3-4-6-11--Total	4
				April-7-9-11-15-22--Total	5
				May-15-16--Total	2
				Grand Total	52
Alfonza Wyatt	17	11th	Groveton	Sept.-12-13-17-18-20	
				Total	5
				Oct.-2-3-9-16-17-23	
				Total	6
				Nov.-5-6-8-14-19-26	
				Total	6
				Dec.-6-7-10-11-12-17-19	
				Total	7
				Jan.-8-9-14-16-21-22	
				Total	6
				Feb.-12-18-21-25-26	
				Total	5
				March-5-6-10-11-18-24	
				Total	6
				April-9-10-11-14-16-18	
				Total	6
				May-6-9--Total	2
				Grand Total	49
John E. Wyatt	16	10th	Groveton	Sept.-12-13-17-18-20	
				Total	5
				Oct.-3-4-5-9-11-16-17-	
				18--Total	8
				Nov.-6-8-9-12-13-16-19-	7
				Dec.-3-4-5-12-13--Total	5
				Jan.-2-8-9-16-21-22	
				Total	6
				Feb.-12-18-21-25-26	
				Total	5
				March-10-11-18--Total	3
				April-9-10-14-16--Total	4
				May	0
				Grand Total	43
James O'Niel	8	1st	Groveton	Sept.-17-18-19-20--Total	4
				Oct.-8-11-15-17-22-23	
				Total	6
				Nov.-1-2-6-8-13-15--Total	6
				Dec.-4-5-6-10-11-12-17	
				Total	7
				Jan.	0
				Feb.-4-5-6-7-8-18-19	
				Total	7
				March-4-5-11-12--Total	4
				April-1-2-3-4-7-8-9-10--	8
				May	0
				Grand Total	42

Name	Age	Grade	School	Days Absent	
Willie Simmons	16	8th	Groveton	Sept.-12-13-14--Total	3
				Oct.-1-2-3-4-5-9-11	
				Total - - - - -	7
				Nov.-5-6-7-8--Total - -	4
				Dec.-5-7--Total - - -	2
				Jan.-7-8-9-14-16-18	
				Total - - - - -	6
				Feb.-4-5-6-7-13-14-19	
				Total - - - - -	7
				March-3-5-6-12-19--Total	5
				April-7-8-9--Total - -	3
				May-12-13--Total - - -	2
				Grand Total - - - - -	39
Jerry Wyatt	11	4th	Groveton	Sept.-11-12-13-18-19	
				Total - - - - -	5
				Oct.-2-3-5-9-10-12	
				Total - - - - -	6
				Nov.-5-6-7-8-9--Total -	5
				Dec.-3-4-5-6-7-12--Total	6
				Jan.-2-3-4-7-9--Total	5
				Feb.-4-5-6-7-8-11--Total	6
				March-3-4-5-6-12-13	
				Total - - - - -	6
				April-2-3-4-7-8--Total	5
				May-5-6-7--Total - - -	3
Richard Wyatt	15	7th	Groveton	Sept.-17-18-19-20-21	
				Total - - - - -	5
				Oct.-8-9-10-17-22--Total	5
				Nov.-12-13-16-19--Total	4
				Dec.-10-11-12-13-14	
				Total - - - - -	5
				Jan.-2-3-4-7-8-9--Total	6
				Feb.-4-6-8-11-12-13-14	
				Total - - - - -	7
				March-5-6-11-12-18-19	
				Total - - - - -	6
				April-2-3-15-18-22	
Dan Wyatt	13	6th	Groveton	Sept.-17-18-20-25--Total	4
				Oct.-8-9-11-15-17-23	
				Total - - - - -	6

Name	Age	Grade	School	Days Absent	
Dan Wyatt (Continued)				Nov.-5-6-7-8-14-16-19	
				Total - - - - -	7
				Dec.-3-5-7-12-14--Total -	5
				Jan.-7-8-9-10-15-22--Total	6
				Feb.-4-5-7-11-13--Total -	5
				March-1-8-17-19-21--Total	5
				April-1-2-3-4--Total - - -	4
				May-14-15--Total - - - - -	2
				Grand Total - - - - -	44
Fred Bates 12 3rd Groveton				Sept.-13-14-17-18-19-20-21-24--Total - - - - -	8
				Oct.-1-2-3-4-5-8-9-10-11-12-16--Total - - - - -	11
				Nov.-6-8-9-12-13-14-19-22	
				Total - - - - -	8
				Dec.-3-4-5-6-7-10-11-13-17	
				Total - - - - -	9
				Jan.-2-3-4-7-8-9-14-16-17	
				Total - - - - -	9
				Feb.-18-19-20-21-22--Total	5
				March-10-11-12-18-24--Total	5
				April-1-2-3-4-7-8-9-10	
				Total - - - - -	8
				May-5-6-7-9-12-15--Total -	6
				Grand Total - - - - -	69
Ida M. Hill 12 5th Groveton				Sept.-17-18-19-20-26-28	
				Total - - - - -	6
				Oct.-1-2-3-4-5-9-12--Total	7
				Nov.-5-6-16--Total - - - -	3
				Dec.-13-14-17-18--Total -	4
				Jan.-7-8-10-11-15-17--Total	6
				Feb.-11-12-13-18-20--Total	5
				March-17-18-19-20-21-28	
				Total - - - - -	6
				April-8-9--Total - - - - -	2
				May-1-2-5--Total - - - - -	3
				Grand Total - - - - -	42
Joel Hamilton 13 6th Groveton				Sept.-10-11-12-13-14-17-18	
				Total - - - - -	7
				Oct.-8-9-12-16-23-30--Total	6
				Nov.-12-16-19-20-21-22	
				Total - - - - -	6
				Dec.-3-6-17-21--Total - -	4

Name	Age	Grade	School	Days Absent
Joel Hamilton (Continued)				Jan.-9-10-11-14-15- 17--Total - - - - 6
				Feb.-4-5-6-13-19- 26-27--Total - - - - 7
				March-10-11-12-13- 14-17-18--Total - - 7
				April-14-15-16-17-18- 21-22-28-29-30--To- tal - - - - - 10
				May-12-13--Total - 2
				Grand Total - - - 55
Clearthur Lewis	17	10th	Groveton	Sept.-11-12-13-17- 18-19-20-24-25-26- 27--Total - - - - 11
				Oct.-1-2-3-4-9-12- 17-22--Total - - - 8
				Nov.-1-2-12-13-14- 15-16-21--Total - 8
				Dec.-10-11-12-13- 14-17--Total - - - 6
				Jan.-2-3-7-8-9-28 Total - - - - - 6
				Feb.-18-19-20-21-22 Total - - - - - 5
				March-10-11-12-18- 21-24--Total - - - 6
				April-1-2-3-4-7-8- 9-10-11--Total - - 9
				May-5-6-12-14- Total - - - - - 4
				Grand Total - - - 63
Willie M. Matchett	14	7th	Groveton	Sept.-17-18-19-20- 21--Total - - - - 5
				Oct.-1-2-3-4-5-8- 9-10-15--Total - - 9
				Nov.-5-6-7-12-13- 19-22--Total - - - 7
				Dec.-4-5-6--Total - 3
				Jan.-7-8-10-11-14- 22--Total - - - - 6
				Feb.-4-5-6-7-8 Total - - - - - 5
				March-3-4-5-6-10-18 Total - - - - - 6
				April-14-15-16-17-18 Total - - - - - 5
				May-6-7--Total - - 2
				Grand Total - - - 48

Name	Age	Grade	School	Days Absent	
Ira Mae Mark	10	3rd	Groveton	Sept.-17-18-19-20-21	
				Total - - - - -	5
				Oct.-1-2-3-4-5-8-9-10-	
				12--Total - - - - -	9
				Nov.-12-13-14-19-20-22	
				Total - - - - -	6
				Dec.-5-6-7-10-12-14-18	
				Total - - - - -	7
				Jan.-21-22-23-24-28	
				Total - - - - -	5
				Feb.-4-5-6-7-11-8	
				Total - - - - -	6
				March-17-18-19--Total	3
				April-16-17-18--Total	3
				May-13-14-15-16--Total	4
Grand Total - - - - -	49				
Larry L. Ingram	9	4th	Groveton	Sept.-12-13-14--Total	3
				Oct.-15-18-19-30--Total	4
				Nov.-7-8-9-13-15-16	
				Total - - - - -	6
				Dec.-5-7-10-12-14-18-	
				19--Total - - - - -	7
				Jan.-3-9--Total - - -	2
				Feb.-15--Total - - - -	1
				March-3-6-11-12-13-14	
				Total - - - - -	6
				April-17-30--Total -	2
				May-7-8-9--Total - -	3
				Grand Total - - - - -	34
Billy J. Kelley	12	4th	Groveton	Sept.-17-19-26-27	
				Total - - - - -	4
				Oct.-2-3-4-5-8-9-12	
				Total - - - - -	7
				Nov.-1-2-5-6-7-8-9-	
				12-13--Total - - - -	9
				Dec.-3-4-5-6-7-12	
				Total - - - - -	6
				Jan.-2-3-4-7-8-9-10-	
				11-12-19--Total - - -	10
				Feb.-6-12-14-18-20	
				Total - - - - -	5
				March-10-13-14-17-18	
				Total - - - - -	5
				April-21-22-23-24-25-	
28--Total - - - - -	6				
May-6-8--Total - - - -	2				
Grand Total - - - - -	54				

Name	Age	Grade	School	Days Absent
Edward Gooden	9	1st	Groveton	Sept.-17-18-19-20-21- 24-25--Total - - - - - 7 Oct.-1-2-3-4-5-8-9-10- 11-12-15-16-18-19--Total 14 Nov.-5-6-7-8-9-12-13- 14-15-16--Total - - - 10 Dec.-3-4-5-6-7-10-11- 12-13--Total - - - - - 9 Jan.-7-8-10-11-21-22- 23--Total - - - - - 7 Feb.-4-5-6-7-8-11-12- 13-14-19-22-29--Total- 12 March-4-5-7-12-14-17 Total - - - - - 6 April-9-10-14-17-21-23 Total - - - - - 6 May-7-15--Total - - - 2 Grand Total - - - - - 63
Willie Smiley	10	5th	Groveton	Sept.-11-12-13-14-17-18- 19-20--Total - - - - - 8 Oct.-1-2-3-4-5-8-9-11- 12-15-16-17-18-19-22- 24--Total - - - - - 16 Nov.-5-6-7-8-9-12-19- 23--Total - - - - - 8 Dec.-5-6-7-10-13-20 Total - - - - - 6 Jan.-2-8-9-11-15-18-21 Total - - - - - 7 Feb.-11-13-14-19-21-26 Total - - - - - 6 March-5-7-10-17-18-24- 25--Total - - - - - 7 April-8-11-16-28--Total 4 May-8-9-12--Total - - 3 Grand Total - - - - - 65
Mona F. Smiley	15	10th	Groveton	Sept.-11-12-13-14-17- 18-19-20--Total - - - 8 Oct.-1-2-3-4-5-8-9-10- 11-12-15-16-17-18-19- 22-24--Total - - - - - 17 Nov.-6-8-9-19-23--Total 5 Dec.-6-10-13-20--Total 4 Jan.-9-11-15-18-21 Total - - - - - 5

Name	Age	Grade	School	Days Absent	
Mona F. Smiley (Continued)				Feb.-11-13-19-21-26	
				Total - - - - -	5
				March-5-6-12-13-14-24	
				Total - - - - -	6
				April-2-3-7-9-11-16-17	
				Total - - - - -	7
				May-2-6-7-9-13--Total	5
			Grand Total - - - - -	62	
Lois Smiley	12	7th	Groveton	Sept.-11-12-13-14-17-	
				18-19--Total - - - - -	7
				Oct.-1-2-3-4-5-8-9-10-	
				11-12-15-16-17-18-19-	
				22-24--Total - - - - -	17
				Nov.-6-9-19--Total - -	3
				Dec.-12-14-18--Total -	3
				Jan.-2-10-11-17--Total	4
				Feb.-11-13-15-18-19-20	
				Total - - - - -	6
				March-3-4-6-17-19	
				Total - - - - -	5
				April-21-22--Total - -	2
				May-5-6-7-9--Total - -	4
				Grand Total - - - - -	50
Willie Graham	17	10th	Groveton	Sept.-11-12-13-14-17-	
				18-19-20-21-24-25-26-	
				27-28--Total - - - - -	14
				Oct.-1-2-3-4-5-8-9-10-	
				11-12-15-16-17-18-19-	
				22-23--Total - - - - -	17
				Nov.-7-8-9-12-13-14-15-	
				16--Total - - - - -	8
				Dec.-6-11-14--Total - -	3
				Jan.-14-16-18-22-24	
				Total - - - - -	5
				Feb.-11-14-18-20--Total	4
				March-4-5-7-10-12-18	
				Total - - - - -	6
				April-2-3-4-14-16-21-22-	
23-25--Total - - - - -	9				
May-5-6-9-13--Total - -	4				
Grand Total - - - - -	69				
Dezell Young	17	10th	Groveton	Sept.-17-18-19-20-24-26	
				Total - - - - -	6
				Oct.-8-10-11-12-16-18-23	
				Total - - - - -	7

Name	Age	Grade	School	Days Absent
Dexell Young (Continued)				Nov-13-14-15-16-19-23- 28-29--Total - - - - - 8
				Dec.-3-4-5-6-7-10-14- 18-20--Total - - - - - 9
				Jan.-2-3-4-7-9-14-16- 17--Total - - - - - 8
				Feb.-6-13-14-18-19-20- 22-28--Total - - - - - 8
				March-3-4-5-6-7-10-12-17- 20-24--Total - - - - - 10
				April-1-2-3-7-9-11-14 Total - - - - - 7
				May-1-2-5-9--Total - - 4
				Grand Total - - - - - 67
Richard Smiley 11 6th Groveton				Sept.-11-12-13-14-17- 18-19-20-21-24-25-26- 27-28--Total - - - - - 14
				Oct.-1-2-3-4-5-8-9-10- 11-12-15-16-17-18-19 Total - - - - - 15
				Nov.-12-13-14-15-16- 21-22--Total - - - - - 7
				Dec.-3-4-11-13-17 Total - - - - - 5
				Jan.-8-10-23--Total - 3
				Feb.-12-14-15-18--Total 4
				March-3-4-6-14-18-24 Total - - - - - 6
				April-1-4-8-10-11--Total 5
				May-8-9-14-16--Total - 4
				Grand Total - - - - - 63
Lewis Phipps 11 6th Groveton				Sept.-12-14--Total - - 2
				Oct.-8-10-12-18--Total 4
				Nov.-5-7-8-21-22--Total 5
				Dec.-18-20--Total - - 2
				Jan.-7-8-9-14-15-16- 17-18--Total - - - - - 8
				Feb.-8-12-14-18-19-20- Total - - - - - 6
				March-17-18-20 - - - - 3
				April-14-15-17-18 Total - - - - - 4
				May-8--Total - - - - - 1
				Grand Total - - - - - 36

Name	Age	Grade	School	Days Absent	
Theron Denman	15	6th	Groveton	Sept.-11-12-13-14-17-18-	
				19-20-21--Total - - - -	9
				Oct.-2-4-5-8-9-10-11-	
				12-15-16--Total - - - -	10
				Nov.-12-13-14-15-16-	
				19-20--Total - - - - -	7
				Dec.-3-4-5-6-7-12-14-19	
				Total - - - - -	8
				Jan.-2-3-4-7-8-9-10	
				--Total - - - - -	7
				Feb.-4-7-8--Total - - -	3
				March-5-6-14-18--Total	4
				April-2-3-4-7-8-10--Total	6
				May-1-2-5-6-7-8-13-15	
				Total - - - - -	8
				Grand Total - - - - -	62
M. D. Ingram	11	6th	Groveton	Sept.-13-14-17-18-19-	
				20-21--Total - - - - -	7
				Oct.-1-2-3-4-5-8-9-10-	
				11--Total - - - - -	9
				Nov.-5-6-7-8-9-13-16-19	
				Total - - - - -	8
				Dec.-5-7--Total - - - -	2
				Jan.-15-17-18--Total -	3
				Feb.-6-7-14-21--Total -	4
				March-10-12-13-14-25	
				Total - - - - -	5
				April-9--Total - - - - -	1
Lee A. Phipps	12	6th	Groveton	May - - - - -	0
				Grand Total - - - - -	39
				Sept.-12-14--Total - -	2
				Oct.-8-10-12-18--Total	4
				Nov.-5-7-8-21-22--Total	5
				Dec.-18-20--Total - - -	2
				Jan.-7-8-9-10-11-14-15	
				Total - - - - -	7
				Feb.-5-7-8-11-12--Total	5
				March-10-12-14-17-20-21	
				Total - - - - -	6
				April-2-23--Total - - -	2
				May-6-7-9--Total - - -	3
				Grand Total - - - - -	35

Name	Age	Grade	School	Days Absent	
James E. Phipps	15	7th	Groveton	Sept.-12-13-14-17-18- 19--Total - - - - -	6
				Oct.-8-9-10-11-12-17- 23--Total - - - - -	7
				Nov.-6-8-9-12-14-15- 19-23--Total - - - - -	8
				Dec.-5-6-7-11-12-14- 18-21--Total - - - - -	8
				Jan.-17-18-21-22-23- 24-25--Total - - - - -	7
				Feb.-4-5-7-8-11-13-15- 25-26--Total - - - - -	9
				March-10-12-13-14-17- 18-25--Total - - - - -	7
				April-7-8-11-21-22-28 Total - - - - -	6
				May-7-9--Total - - -	2
				Grand Total - - - - -	60
J. T. Phipps	16	8th	Groveton	Sept.-11-12-13-14-17- 18--Total - - - - -	6
				Oct.-8-9-10-11-12-17- 23--Total - - - - -	7
				Nov.-6-8-9-12-14-15- 19-23--Total - - - - -	8
				Dec.-5-6-7-11-12-14- 18-21--Total - - - - -	8
				Jan.-17-18-21-22-23- 24-25--Total - - - - -	7
				Feb.-5-6-8-18-19-21-22- 25-26-27-28-29--Total	12
				March-5-6-7-10-11-12- 13-25--Total - - - - -	8
				April-1-2-3-4-14-15-22 Total - - - - -	7
				May-2-15-16--Total - -	3
				Grand Total - - - - -	66
Arthur Punch	12	4th	Groveton	Sept.-12-13-14-17-18- 20--Total - - - - -	6
				Oct.-1-2-3-4-5-10-11- 12-15-16-17-18-19 Total - - - - -	13
				Nov.-6-8-9-15-20-23 Total - - - - -	6
				Dec.-10-11-12-14-17- 18-21--Total - - - - -	7
				Jan.-9-16-18-21--Total	4
				Feb.-12-15-20-25--Total	4

Name	Age	Grade	School	Days Absent
Arthur Punch (Continued)				March-10-12-18-24-25
				Total - - - - - 5
				April-1-2-8-9-15-16-17-
				21-22-23--Total- - - - 10
				May-12-15-19--Total - - 3
				Grand Total - - - - - 58
Evelyn Punch 15 6th Groveton				Sept.-12-13-14-17--Total 4
				Oct.-1-2-3-4-5-10-11-12-
				15-16-17--Total - - - 11
				Nov.-8-9-15-20--Total - 4
				Dec.-10-11-12-14-17-18
				Total - - - - - 6
				Jan.-16-18-21--Total - 3
				Feb.-12-15-20-25--Total 4
				March-10-12-18-24-25
				Total - - - - - 5
				April-1-2-8-9-15-16
				Total - - - - - 6
				May-12-15-19--Total - 3
				Grand Total - - - - - 46
Marvin Bennett 10 4th Groveton				Sept.-12-13-14--Total 3
				Oct.-8-9-11-16-18-26
				Total - - - - - 6
				Nov.-12-13-15-19-22
				Total - - - - - 5
				Dec.-13-14-18-21--Total 4
				Jan.-7-8-11-21-28
				Total - - - - - 5
				Feb.-11-12-13-14-15-18
				Total - - - - - 6
				March-10-13-18-24-26-27
				Total - - - - - 6
				April-2-4-8-10-11-15-
				16-18-25--Total - - - 9
				May-5-6-7-8-14-15-19
				Total - - - - - 7
				Grand Total - - - - - 52

NIGTON SCHOOL

Name	Age	Grade	School	Days Absent	
J. C. Lee	14	7th	Nigton	Sept.-17-18-19-20-25-27	
				Total - - - - -	6
				Oct.-1-2-3-4-5-10-16-17-23	
				Total - - - - -	9
				Nov.-5-7-8-9-13-14-15-19	
				Total - - - - -	8
				Dec.-10-11-12-13-14-19	
				Total - - - - -	6
				Jan.-7-9-11-17-23-28--Total	6
				Feb.-11-12-13-14-15-18-20	
				Total - - - - -	7
				March-24-25-26--Total - -	3
				April-8-9-10-16--Total -	4
				May 5-6--Total - - - - -	2
				Grand Total - - - - -	51
James C. Lee	13	6th	Nigton	Sept.-17-18-20-25-28--Total	5
				Oct.-8-9-15-17-19-26--Total	6
				Nov.-12-14-16-20-22-28	
				Total - - - - -	6
				Dec.-5-6-7-12-13-17-21	
				Total - - - - -	7
				Jan.-3-4-7-8-16-18-21-29	
				Total - - - - -	8
				Feb.-5-6-7-8-12-14--Total	6
				March-3-4-5-6-7-11-14--Total	7
				April-9-10-15-16-22-24	
				Total - - - - -	6
Irene Spencer	12	7th	Nigton	May-2-8--Total - - - - -	2
				Grand Total - - - - -	51
Earline Lee	12	6th	Nigton	Sept.-12-13-14-17-18-20	
				Total - - - - -	6
				Oct.-1-2-3-4-5-8-9-10-11	
				Total - - - - -	9
				Nov.-8-9-12-13-19-21--Total	6
				Dec.-4-5-6-10-11-13-14	
				Total - - - - -	7
				Jan.-9-10-11-12-15-18-23-24	
				Total - - - - -	8
				Feb.-1-6-7-15-25-26-27-28	
				Total - - - - -	8
				March-3-4-5-6-7-10-11-12-17-18--Total	10
Hazel Spencer	10	4th	Nigton	April-7-9-10-14-16-21--Total	6
				May-7-9-12--Total - - - - -	3
				Grand Total - - - - -	63

Name	Age	Grade	School	Days Absent	
Troty Lee	10	3rd	Nigton	Sept.-13-14-17-18-19-20	
				Total - - - - -	6
				Oct.-1-2-3-4-5-10-12-16	
				Total - - - - -	8
				Nov.-1-5-6-7-8-9-13-19-20	
				Total - - - - -	9
				Dec.-6-7-10-11--Total - - -	4
				Jan.-7-8-10-15-17-18-21	
				Total - - - - -	7
				Feb.-11-12--Total - - - - -	2
				March-10-11-13-14--Total - -	4
				April-9-10-11--Total - - -	3
Ray Spencer	13	7th	Nigton	May-1-12-13-15--Total - -	4
				Grand Total - - - - -	47
				Sept.-19-20-21--Total - -	3
				Oct.-22-23-29-30-31--Total	5
				Nov.-5-7-9-12-13-19--Total	6
				Dec.-10-11-12-13-14--Total	5
				Jan.-7-8-9-10-16-23--Total	6
				Feb.-4-5-6-7-8-11-12--Total	7
				March-4-6-10-11-18-25	
				Total - - - - -	6
				April-7-9-10-15-22--Total	5
				May - - - - -	0
Irene Spencer	12	7th	Nigton	Grand Total - - - - -	43
				Sept.-11-12-14-17-24--Total	5
				Oct.-1-2-3-8-9-16-22--Total	7
				Nov.-5-6-13-20-26--Total	5
				Dec.-3-5-6-7-11--Total	5
				Jan.-7-8-15-17-22-30--Total	6
				Feb.-12-13-20-25-26--Total	5
				March-3-4-6-11-17-24--Total	6
				April-8-9-15-22-24-28	
				Total - - - - -	6
				May-1-2--Total - - - - -	2
				Grand Total - - - - -	47
Hazel Spencer	10	4th	Nigton	Sept.-13-14-17-18-19-24	
				Total - - - - -	6
				Oct.-1-2-3-4-5-8-9-10-11-	
				12-15-29-30-31--Total - -	14
				Nov.-1-13-14-15-16-19-20	
				Total - - - - -	7
				Dec.-4-5-6-7--Total - - -	4
				Jan.-7-8-9-10-11-21-28	
				Total - - - - -	7
				Grand Total - - - - -	

Name	Age	Grade	School	Days Absent	
<hr/>					
Hazel Spencer (Continued)				Feb.-4-5-6-7-8-12-18-19	
				Total - - - - -	8
				March-6-7-10-12--Total	4
				April-7-8-9-10-11-15	
				Total - - - - -	6
				May-7-8-9-12--Total - -	4
				Grand Total - - - - -	60
Lonell Spencer	8	2nd	Nigton	Sept.-13-14-17-18-19-24	
				Total - - - - -	6
				Oct.-4-5-8-9-10-11-12-15	
				Total - - - - -	8
				Nov.-12-13-14-15-16--Total	5
				Dec.-4-5-6-7-10-11-12	
				Total - - - - -	7
				Jan.-7-8-9-10-14-17--Total	6
				Feb.-4-5-7-8-11-13-22	
				Total - - - - -	7
				March-3-4-5--Total - -	3
				April-7-8-9-10-11--Total	5
				May-1-2--Total - - - - -	2
				Grand Total - - - - -	49
Earlaron Mark	14	7th	Nigton	Sept.-18-20-21--Total - -	3
				Oct.-1-2-3-4-5-8-9-10	
				Total - - - - -	8
				Nov.-5-6-8-9-13-15--Total	6
				Dec.-3-5-6-7--Total - - -	4
				Jan.-7-9-11-14--Total - -	4
				Feb.-5-6-7-8-11--Total -	5
				March-5-6--Total - - - -	2
				April-8-10-14-17--Total	4
				May-5-7-9-12-13--Total	5
				Grand Total - - - - -	41
L. D. Denning	15	7th	Nigton	Sept.-18-19-20-21-26	
				Total - - - - -	5
				Oct.-8-9-10-12-17-19	
				Total - - - - -	6
				Nov.-19-20-28-30--Total -	4
				Dec.-3-4-5-6-7--Total - -	5
				Jan.-7-8-9-10-11-16-17	
				Total - - - - -	7
				Feb.-4-6-7-28-29--Total -	5
				March-3-4-5-13-21-24	
				Total - - - - -	6
				April-7-8-10-16-18--Total	5
				May-6-7-9--Total - - - -	3
				Grand Total - - - - -	46

Name	Age	Grade	School	Days Absent	
Rosie M. Denning	13	7th	Nigton	Sept.-17-18-20-21-28	
				Total - - - - -	5
				Oct.-8-9-10-18-25--Total	5
				Nov.-8-9-22-29--Total	4
				Dec.-3-5-12-20-21--Total	5
				Jan.-2-3-4-7-9-11--Total	6
				Feb.-4-5-6-7-8-11--Total	6
				March-3-5-7--Total - -	3
				April-8-17-18--Total -	3
				May - - - - -	0
				Grand Total - - - - -	37
Lillie B. Lee	11	4th	Nigton	Sept.-13-14-17-18-19-28	
				Total - - - - -	6
				Oct.-1-2-3-4-5-10-12-16	
				Total - - - - -	8
				Nov.-8-13-19-20--Total	4
				Dec.-7-10-11--Total - -	3
				Jan.-7-8-10-15-17-18-21	
				Total - - - - -	7
				Feb. - - - - -	0
				March-10-11-13-14--Total	4
				April-9-10-11--Total	3
				May-13--Total - - - - -	1
				Grand Total - - - - -	36
Lonie C. Deason	14	7th	Nigton	Sept.-13-14-17-18-19	
				Total - - - - -	5
				Oct.-8-9-10-11-12-16	
				Total - - - - -	6
				Nov.-19-20-21-22--Total	4
				Dec.-4-5-6-11-12-17-18	
				Total - - - - -	7
				Jan.-7-8-9--Total - - -	3
				Feb.-18-20-21-22-25	
				Total - - - - -	5
				March-5-6-7-10-11-18	
				Total - - - - -	6
				April-1-2-3-4--Total -	4
				May-6-7-8--Total - - -	3
				Grand Total - - - - -	43
Sylvester Deason	13	6th	Nigton	Sept.-10-11-12-13-14	
				Total - - - - -	5
				Oct.-1-2-3-4-5-9-10-11	
				Total - - - - -	8

Name	Age	Grade	School	Days Absent	
Sylvester Deason (Continued)				Nov.-5-6-7-8-9-13-15	
				Total - - - - -	7
				Dec.-3-4-6-11-12-14	
				Total - - - - -	6
				Jan.-14-15-16-17-18	
				Total - - - - -	5
				Feb.-12-14-15-18-26	
				Total - - - - -	5
				March-3-5-6-14-17-19	
				Total - - - - -	6
				April-8-11-15--Total	3
				May-5-6--Total - - -	2
				Grand Total - - - - -	47
Pearlie M. Deason 12 4th Nigton				Sept.-11-12-14--Total	3
				Oct.-1-2-3-5-9-10-15--	7
				Nov.-5-6-8-14-21-23	
				Total - - - - -	6
				Dec.-4-6-7-11-12-18	
				Total - - - - -	6
				Jan.-2-3-8-15-18--Total	5
				Feb.-4-6-7--Total - -	3
				March-3-5-6-10-12-14	
				Total - - - - -	6
				April-9--Total - - - -	1
				May-5-6-7--Total - - -	3
				Grand Total - - - - -	40
Willie Mae Deason 10 3rd Nigton				Sept.-17-19-20-21--Total	4
				Oct.-1-2-3-4-5-8-11	
				Total - - - - -	7
				Nov.-12-14-15-16-19	
				Total - - - - -	5
				Dec.-3-4-5-6-7-10-11	
				Total - - - - -	7
				Jan.-2-3-4-7-8-14--Total	6
				Feb.-1-4-5-6-7-15-18-19	
				Total - - - - -	8
				March-3-5-6-7-10--Total	5
				April-7-8-9-14-23-24-25	
				Total - - - - -	7
				May-12-13--Total - - -	2
				Grand Total - - - - -	51
Joe M. Deason 6 1st Nigton				Sept.-11-12-18-19-24	
				Total - - - - -	5
				Oct.-8-9-10-11-12-22-29	
				Total - - - - -	7
				Nov.-6-7-9-13-15-20-23	
				Total - - - - -	7

Name	Age	Grade	School	Days Absent	
Joe M. Deason (Continued)				Dec.-4-5-6-7-12-14	
				Total - - - - -	6
				Jan.-2-3-4-7-8-9-15-23	
				Total - - - - -	8
				Feb.-5-6-21--Total - - -	3
				March-5-6-7-11-18-20-24	
				Total - - - - -	7
				April-8-11--Total - - -	2
				May-7--Total - - - - -	1
				Grand Total - - - - -	45
Ben Deason, Jr.	8	1st	Nigton	Sept.-11-13-14-18-25-28	
				Total - - - - -	6
Golden Breed	7	1st	Nigton	Oct.-2-3-4-5-12-18-23	
				Total - - - - -	7
				Nov.-5-6-8-9-12-14-16-18	
				Total - - - - -	8
				Dec.-5-7-10-11-12-13-18	
				Total - - - - -	7
				Jan.-2-3-4-10-15-22-30	
				Total - - - - -	7
				Feb.-6-7-8-11-13-21-25-29--Total - - - - -	8
				March-3-4-5-12-14-17	
				Total - - - - -	6
				April-9-10-15-16--Total	4
				May-5-6--Total - - - - -	2
				Grand Total - - - - -	55
Enna Breed	10	4th	Nigton	Sept.-13-14-17-18-19-27	
Tracy Spencer	7	1st	Nigton	Total - - - - -	6
				Oct.-1-2-3-4-5-17-18	
				Total - - - - -	7
				Nov.-5-7-13-14-19-21	
				Total - - - - -	6
				Dec.-4-7-11-13-14--Total	5
				Jan.-7-8-9-10-11-18-22	
				Total - - - - -	7
				Feb.-1-4-5-6-7-8-15-26	
				Total - - - - -	8
				March-5-6-7--Total - -	3
				April-1-2-3-4--Total -	4
				May - - - - -	0
				Grand Total - - - - -	46

Name	Age	Grade	School	Days Absent	
Marvin J. Breed	10	5th	Nigton	Sept.-13-14-17-18-19-27	
				Total - - - - -	6
Calvin Spencer	12	6th	Nigton	Oct.-1-2-3-4-5-17--Total	6
				Nov.-5-7-13-14-19-21	
				Total - - - - -	6
				Dec.-7-11-13-14--Total	4
				Jan.-8-10-11-18-22--Total	5
				Feb.-1-4-5-6-7-8-15-26	
				Total - - - - -	8
				March-5-6-7--Total - - -	3
				April-1-2-3-4--Total - -	4
				May-7-8--Total - - - -	2
				Grand Total - - - - -	44
Golden Breed	7	1st	Nigton	Sept.-10-11-12-13-14-	
				17-18--Total - - - - -	7
				Oct.-8-9-10-11-12-16-22	
				Total - - - - -	7
Johnny B. Breed	12	6th	Nigton	Nov.-5-8-9-14-19-23	
				Total - - - - -	6
				Dec.-4-6-7-11-13--Total	5
				Jan.-7-8-9-15-17-18	
				Total - - - - -	6
				Feb.-5-6-8-12-14-19-22	
				Total - - - - -	7
				March-4-5-6-11-14-18	
				Total - - - - -	6
				April-1-2-3-4--Total -	4
				May-6-13--Total - - - -	2
				Grand Total - - - - -	50
Tracy Spencer	7	1st	Nigton	Sept.-13-14-17-18-24	
				Total - - - - -	5
				Oct.-4-5-8-15--Total -	4
				Nov.-12-14-15-16--Total	4
				Dec.-4-5-6-7-10-11-12	
				Total - - - - -	7
				Jan.-7-8-10-17--Total -	4
				Feb.-4-5-7-8-11-13	
				Total - - - - -	6
				March-3-4-5--Total - -	3
				April-7-8-9-10-11--Total	5
				May-1-2--Total - - - -	2
				Grand Total - - - - -	40

Name	Age	Grade	School	Days Absent
Calvin Spencer	12	6th	Nigton	Sept.-13-14-17-18-19-24
				Total - - - - - 6
				Oct.-1-2-3-4-5-8-9-10-11
				Total - - - - - 9
				Nov.-12-13-14-15-16
				Total - - - - - 5
				Dec.-4-5-6-7-10-11-12
				Total - - - - - 7
				Jan.-7-8-9-10-11--Total
				5
				Feb.-4-5-7-8-11-13-22
				Total - - - - - 7
				March-3-4-5--Total - -
				3
Johny B. Breed	12	6th	Nigton	Sept.-11-12-18-19-20
				Total - - - - - 5
				Oct.-8-9-10-12-16
				Total - - - - - 5
				Nov.-5-6-13-16-19-22
				Total - - - - - 6
				Dec.-3-5-6-7-12-13
				Total - - - - - 6
				Jan.-7-9-15-18-22--Total
				4
				Feb.-11-13-15-25--Total
				4
				March-4-6-7-10-17--Total
				5
				April-7-8-9-11-15--Total
				5
				May-7-8--Total - - - - -
				2
				Grand Total - - - - -
				43

PENNINGTON SCHOOL

Name	Age	Grade	School	Days Absent	
M. B. Horace	17	10th	Pennington	Sept.-17-18-19-25-26	
				Total - - - - -	5
				Oct.-1-2-3-4-5-9-10-	
				11--Total - - - - -	8
				Nov.-6-7-8-9-13-20	
				Total - - - - -	6
				Dec.-10-11-13-14	
				Total - - - - -	4
				Jan. - - - - -	0
				Feb.-5-6-11-12-15	
				Total - - - - -	5
				March-3-4-5-6--Total	4
				April-7-8-10-15-17	
				Total - - - - -	5
				May - - - - -	0
				Grand Total - - - - -	37
John Horace	15	9th	Pennington	Sept.-17-18-19-25	
				Total - - - - -	4
				Oct.-1-2-3-4-5-9-10-	
				11--Total - - - - -	8
				Nov.-6-7-8-9-13-20	
				Total - - - - -	6
				Dec.-10-14--Total -	2
				Jan.-2-3-4-7-8--Total	5
				Feb.-5-11-12-15--Total	4
				March-3-10-11-12-13-	
				14--Total - - - - -	6
				April-17-18--Total -	2
				May - - - - -	0
				Grand Total - - - - -	37
Earline Horace	7	1st.	Pennington	Sept.-17-18-19--Total	3
				Oct.-8-9-10-11-12-15	
				Total - - - - -	6
				Nov.-5-6-7-8-9--Total	5
				Dec.-4-5--Total - - -	2
				Jan.-2-3-4-7-8-9-10	
				Total - - - - -	7
				Feb.-5-6-7--Total - -	3
				March-3-4-6-11--Total	4
				April-2-3--Total - -	2
				May - - - - -	0
				Grand Total - - - - -	32

Name	Age	Grade	School	Days Absent	
Lois Horace	12	5th	Pennington	Sept.-17-18-19-20-21	
				Total - - - - -	5
				Oct.-8-9-10-12--Total	4
				Nov.-6-7-8-9-13-15	
				Total - - - - -	6
				Dec.-4-5-10-11-13	
				Total - - - - -	5
				Jan. ---- - - - - -	0
				Feb.-4-5-6-7-8--Total	5
				March-6-13-20--Total	3
				April-7-9-11-14--Total	4
				May - - - - -	0
				Grand Total - - - - -	32
Elbert Horace	11	7th	Pennington	Sept.-11-12-13--Total	3
				Oct.-8-9-11-22--Total	4
				Nov.-12-14-16-19	
				Total - - - - -	4
				Dec.-3-4-5-6-7-10-11-	
				12--Total - - - - -	8
				Jan.-2-3-4-7-8--Total	5
				Feb.-11-12-13-14-15-18	
				Total - - - - -	6
				March-6-13-20--Total	3
				April-7-9-11-14	
				Total - - - - -	4
				May - - - - -	0
				Grand Total - - - - -	37
John H. Horace	10	3rd	Pennington	Sept.-17-18-21-24-25	
				Total - - - - -	5
				Oct.-1-2-8-9-11-22	
				Total - - - - -	6
				Nov.-12-14-16-19	
				Total - - - - -	4
				Dec.-3-4-5-6-7-10-11-	
				12--Total - - - - -	8
				Jan.-2-3-4-7-8--Total	5
				Feb.-11-12-13-14-15-	
				18--Total - - - - -	6
				March-6-13-20--Total	3
				April-9-11--Total -	2
				May - - - - -	0
				Grand Total - - - - -	39

Name	Age	Grade	School	Days Absent
Inez Horace	17	9th	Pennington	Sept.-10-11-12-13-14- 17-18--Total - - - - - 7 Oct.-15-16-17-18-19- 22--Total - - - - - 6 Nov.-5-8-12-13-20 Total - - - - - 5 Dec.-10-11-12-13-14 Total - - - - - 5 Jan.-8-9-10-11-14-21 Total - - - - - 6 Feb.-4-5-6-7-11-12 Total - - - - - 6 March-10-11-12-13-14 Total - - - - - 5 April-7-8-9-10-11 Total - - - - - 5 May - - - - - 0 Grand Total - - - - - 45
Gartha Horace	15	9th	Pennington	Sept.-10-11-12-13-14- 17-18--Total - - - - - 7 Oct.-17-18-22--Total 3 Nov.-5-8-12-13--Total 4 Dec.-10-11-12-13-14 Total - - - - - 5 Jan.-14-21--Total - - 2 Feb.-4-5-6-7-11-12 Total - - - - - 6 March-10-11-12-13-14 Total - - - - - 5 April-10-11--Total - 2 May - - - - - 0 Grand Total - - - - - 34
Wiley T. Tillis	18	9th	Pennington	Sept.-12-13-14-18 Total - - - - - 4 Oct.-8-9-10-12-15 Total - - - - - 5 Nov.-6-7-8-9-12-13 Total - - - - - 6 Dec.-5-6-7-11-12-13 Total - - - - - 6 Jan.-7-9-10-11--Total 4 Feb.-4-5-6-14-15 Total - - - - - 5 March-10-11-12-13-14- 17--Total - - - - - 6

Name	Age	Grade	School	Days Absent	
Wiley T. Tillis (Continued)				April-7-8-9-10-	
				11-14--Total - - -	6
Hanretta Horace (Continued)				May-6-7-8--Total -	3
				Grand Total - - -	45
Hazel Pennington	7	1st	Pennington	Sept. - - - - -	0
				Oct.-1-2-3-4-5-8-	
				9-10--Total - - -	8
				Nov.-5-6-7-13-14-	
				16--Total - - - -	6
				Dec. - - - - -	0
				Jan.-2-3-4--Total	3
				Feb.-4-5-6-8-11	
				Total - - - - -	5
				March-3-5--Total	2
				April-1-2-3-4-7-8	
				Total - - - - -	6
				May-6-7-8-9-12-13	
				Total - - - - -	6
				Grand Total - - -	36
Rubie D. Horace	9	1st	Pennington	Sept.-11-12-13-20	
				Total - - - - -	4
				Oct.-8-9-10-11-12	
				Total - - - - -	5
				Nov.-1-2-5-6-7-8	
				Total - - - - -	6
				Dec.-3-4-5-6-7-10	
				Total - - - - -	6
				Jan.-2-3-4-7-8-9-	
				10--Total - - - -	7
				Feb.-11-12-13-15	
				Total - - - - -	4
				March-17-18-19-20-	
				21--Total - - - -	5
				April-7-8-9-10-14	
				Total - - - - -	5
				May - - - - -	0
				Grand Total - - - -	42
Hanretta Horace	8	1st	Pennington	Sept.-11-12-13-20	
				Total - - - - -	4
				Oct.-8-9-10-11-	
				12-15--Total - -	6
				Nov.-1-2-5-6-7-8	
				Total - - - - -	6
				Dec.-4-5-6-7-10	
				Total - - - - -	5

Name	Age Grade School	Days Absent
<hr/>		
Hanretta Horace (Continued)	Jan.-2-3-4-7-8-9-10--Total - - - - -	7
	Feb.-11-12-13-15	
	Total - - - - -	4
	March-17-20-21	
	Total - - - - -	3
	April-7-8-9-10-	
	14--Total - - - - -	5
	May - - - - -	0
	Grand Total - - - - -	40

TRINITY SCHOOL

TRINITY SCHOOL

Name	Age	Grade	School	Days Absent
Florine Stubberfield	13	5th	Trinity	Sept.-11-12-13-14- 17-18--Total - - - 6
Kelley Stubberfield (Continued)				Oct.-2-4-5-8-22-25 Total - - - - - 6
				Nov.-1-2-6-8-14-16- 19--Total - - - - 7
				Dec.-5-6-7-13 Total - - - - - 4
Mittie Stubberfield	12	4th	Trinity	Jan.-2-3-7-8-14- 16--Total - - - - 6
				Feb.-5-6-8--Total 3
				March-3-5-7-11-13 Total - - - - - 5
				April-1-2-3-8-14- 21--Total - - - - 6
				May-7-8-13--Total 3
				Grand Total - - - 46
Mamie Stubberfield	11	4th	Trinity	Sept.-11-13-19-20- 21-24--Total - - - 6
				Oct.-4-5-10-11-12 Total - - - - - 5
				Nov.-5-6-7-9-14- 20--Total - - - - 6
				Dec.-4-5-6-14-19 Total - - - - - 5
				Jan.-10-15-16 Total - - - - - 3
Virginia H. Talbert	12	4th	Trinity	Feb.-5-12-14-15 Total - - - - - 4
				March-3-5-6-7-12 Total - - - - - 5
				April-1-14-15-16- 22--Total - - - - 5
				May-6-7-8--Total 3
				Grand Total - - - 42
Kelley Stubberfield	11	4th	Trinity	Sept.-17-18-20-21- 24--Total - - - - 5
				Oct.-1-3--Total 2
				Nov.-1-2-6-7-8 Total - - - - - 5
				Dec.-3-5-6-7-11- 14--Total - - - - 6
				Jan.-14-15--Total 2
				Feb.-4-5-6-7-8Total 5

Name	Age	Grade	School	Days Absent
Kelley Stubberfield (Continued)				March-4-5-7-10- 17-18--Total - - - 6
				April-14-15-16-17- 18--Total - - - 5
				May-5-6-7-8--Total 4
				Grand Total - - - 40
Mittie Stubberfield 12 4th Trinity				Sept.-13-14-17-18 Total - - - - - 4
				Oct.-8-9-11-12-18 Total - - - - - 5
				Nov.-5-7-8-9-12-13 Total - - - - - 6
				Dec.-4-5-6-7-10-11 Total - - - - - 6
				Jan.-7-8-9-10-11 Total - - - - - 5
				Feb.-4-6-7-12-13 Total - - - - - 5
				March-3-4-5-6-7-11 Total - - - - - 6
				April-14-15-16-17- 18--Total - - - - 5
				May-1-2-3--Total 3
				Grand Total - - - 45
Virginia R. Talbert 12 4th Trinity				Sept.-12-13-14-17- 18-19-20-21-24 Total - - - - - 9
				Oct.-2-3-5-9-10-11- 12-16-17-19-24-25- 26-30--Total - - - 14
				Nov.-13-14-15-16- 19-21--Total - - - 6
				Dec.-10-11-14-18-- Total - - - - - 4
				Jan.-23-28--Total 2
				Feb. - - - - - 0
				March-18--Total - 1
				April-22-23-28-29- 30--Total - - - - 5
				May-5-6-7-14-16- 17-18--Total - - - 7
				Grand Total - - - - 48

Name	Age	Grade	School	Days Absent	
Ruth Butler	9	2nd	Trinity	Sept.-11-13-14-18--Total	4
				Oct.-1-2-3-4-5-8-16-	
				17-19--Total - - - -	9
				Nov.-1-2-5-6-13-16-21	
				Total - - - - -	7
				Dec.-5-11--Total - - -	2
				Jan.-14-15-16-17-18-21	
				Total - - - - -	6
				Feb.-4-6-8--Total - -	3
				March-3-4-5-6--Total	4
				April-14-15-16-17-18	
				Total - - - - -	5
				May-8-9--Total - - -	2
				Grand Total - - - - -	42
Jorce M. Butler	12	4th	Trinity	Sept.-13-14-17-18-19	
				Total - - - - -	5
				Oct.-1-2-3-4-5-9-10	
				Total - - - - -	7
				Nov.-6-8-9--Total - -	3
				Dec.-4-5-6-11-14--Total	5
				Jan.-8-9-15-17--Total	4
				Feb.-18-26-28--Total	3
				March-3-6-12-19--Total	4
				April-7-10-14--Total	3
				May-12-13-14--Total	3
				Grand Total - - - - -	37
Roy E. Butler	13	7th	Trinity	Sept.-17-18-19-21-28	
				Total - - - - -	5
				Oct.-8-10-11-12-15-16	
				Total - - - - -	6
				Nov.-19-20--Total - -	2
				Dec.-4-5-6-7-12-14	
				Total - - - - -	6
				Jan.-9-10-11-15-18	
				Total - - - - -	5
				Feb.-11-13-14-21-22	
				Total - - - - -	5
				March-3-4-5-6-11-13-19	
				Total - - - - -	7
				April-8-10-14-25--Total	4
				May-6-8--Total - - - -	2
				Grand Total - - - - -	42

Name	Age	Grade	School	Days Absent
Dan Alexander	13	6th	Trinity	Sept.-12-13-14-17-
				19-20-21-24-25-26-
				27--Total - - - - 11
				Oct.-2-3-4-9-10-
				11-15-16-18-19-22-
				23-24--Total - - - - 13
				Nov.-14-15-16-19-
				20-21-26--Total - - 7
				Dec. - - - - - 0
				Jan.-15-16-18-21
				Total - - - - - 4
				Feb. - - - - - 0
				March-18-19--Total 2
				May-7-8-9-14--Total 4
				Grand Total - - - 41
Pauline Alexander	14	7th	Trinity	Sept.-12-13-14-18-
				19-20-21-24-25-26-
				28--Total - - - - 11
				Oct.-2-3-4-5-8-10-
				11-12-15-16-17-18-
				19-22-23--Total - 15
				Nov.-12-14-15--Total 3
				Dec.-4-5-6-17-18-
				19--Total - - - - 6
				Jan.-22-23-28--Total 3
				Feb.-12-19--Total 2
				March - - - - - 0
				April-8-11-23-29-30
				Total - - - - - 5
				May-13-14-16--Total 3
				Grand Total - - - - 45
Hellen Alexander	14	7th	Trinity	Sept.-11-12-14-17-
				18-19-20-21-24-25-
				26-27--Total - - - 12
				Oct.-2-3-4-5-8-9-
				10-11-12-22-23-24-
				25-26--Total - - - 14
				Nov.-6-7-8-12-13-
				14-15-19-20-26
				Total - - - - - 10
				Dec.-17-18-19-20
				Total - - - - - 4
				Jan.-28-29--Total 2
				Feb. - - - - - 0
				March-10-18-20-26-
				27--Total - - - - 5

Name	Age	Grade	School	Days Absent	
Hellen Alexander (Continued)				April - - - - -	0
				May-6-7-12-14-16-	
				19-20--Total - - -	7
				Grand Total - - -	54
Della Mae Alexander	15	7th	Trinity	Sept.-11-12-13-14-	
				17-18-19-20-24-25-	
				27-28--Total - - -	12
				Oct.-2-3-4-5-8-9-	
				10-15-16-17-18-22-	
				23-24-25--Total - -	15
				Nov.-7-8-9-12-14-15-	
				19-20--Total - - -	8
				Dec.-10-11-12-13-14-	
				17-18-19-20--Total -	9
				Jan.-15-18--Total -	2
				Feb.-11-12-14-20	
				Total - - - - -	4
				March - - - - -	0
				April-22-24--Total	2
				May-12-14-15--Total	3
				Grand Total - - - -	55
Shirley Alexander	12	4th	Trinity	Sept.-12-13-14-18-	
				20-21-24-25-28--Total	9
				Oct.-9-10-11-12-15-	
				22-23-24-25-26-30-	
				31--Total - - - - -	12
				Nov.-6-7-8-9-13-14-	
				15-16-20-21--Total	10
				Dec.-4-5-6-11-12-	
				17-18-19--Total - -	8
				Jan.-8-10-22--Total	3
				Feb. - - - - -	0
				March-10-11-12-24-	
				25-26-28--Total - -	7
				April-7-8-10-11-15-	
				17-18-22-23-24--Total	10
				May-5-6-7-8-12-14-	
				15-16-19-20-21-22	
				Total - - - - -	12
				Grand Total - - - -	62

Name	Age	Grade	School	Days Absent
May Lee Alexander	11	4th	Trinity	Sept.-12-13-14-17-18-20-21--Total - - 7 Oct.-3-4-5-9-10-11-12-15-16-17-18-19-22-23--Total - - - - 14 Nov.-5-6-7-8-9-12-13-14-15--Total - - 9 Dec.-2-3-6-7-11-12-17-18-19-20-21 Total - - - - - 11 Jan. - - - - - 0 Feb.-4-5-11-19-20-21-22-26-27--Total 9 March - - - - - 0 April - - - - - 0 May-12-13-14-19-20 Total - - - - - 5 Grand Total - - - - 55
Hazel Alexander	15	6th	Trinity	Sept.-6-7-10-11-12-13-14-17-18-19-20-21-24-25-28--Total 15 Oct.-2-3-5-8-10-11-15-16-19-23--Total 10 Nov.-5-8-9-13-15-16-19-20-22--Total - - 9 Dec.-11-12-14-17-18-19-20--Total - - - - 7 Jan.-8-11-28--Total 3 Feb. - - - - - 0 March - - - - - 0 April - - - - - 0 May-12-14-16-18--Total 4 Grand Total - - - - 48
Bennie Jenkins	17	8th	Trinity	Sept.-24-25-26-27-28 Total - - - - - 5 Oct.-1-2-3-4-5-8-9-10-11-12-15-16-17-18-19--Total - - - - 15 Nov.-5-7-8-9-13-14 Total - - - - - 6 Dec.-6-7-10-11-12-13 Total - - - - - 6 Jan.-8-9-10-15-16-17-18--Total - - - - - 7 Feb.-4-5-7-8-11-12-18 Total - - - - - 7

Name	Age	Grade	School	Days Absent	
Bennie Jenkins (Continued)				March-3-5-6-7-10- 17--Total - - - -	6
				April-2-3-7-8-9 Total - - - - -	5
				May-5-6-8-9--Total	4
				Grand Total - - -	61
Eloise Chestnut	18	7th	Trinity	Sept.-17-18-20-21-24 Total - - - - -	5
				Oct.-1-2-3-4-5-9-10- 12--Total - - - - -	8
				Nov.-6-7-8-9-12-13- 14--Total - - - - -	7
				Dec.-4-7-11-13-17 Total - - - - -	5
				Jan.-8-9-10-17-18 Total - - - - -	5
				Feb.-4-5-6-8--Total	4
				March-3-4-5-11-17 Total - - - - -	5
				April-7-8-9-10-14 Total - - - - -	5
				May-6-7-12-13--Total	4
				Grand Total - - - -	48
Jesse L. Chestnut	16	3rd	Trinity	Sept.-17-19-21-25-26 Total - - - - -	5
				Oct.-2-3-4-5-8-9 Total - - - - -	6
				Nov.-1-2-5-6-7-8-9- 12-13-14-15-16-19 Total - - - - -	13
				Dec.-4-5-6-10-11-12 Total - - - - -	6
				Jan.-7-8-9-10-11-22 Total - - - - -	6
				Feb.-4-5-6-7-11-13- 15--Total - - - - -	7
				March-4-6-7-11-12 Total - - - - -	5
				April-1-2-3-4-8-9- 10--Total - - - - -	7
				May-5-7-8-12-14 Total - - - - -	5
				Grand Total - - - -	60

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

It is shown that 24 teachers and 21 patrons expressed an opinion that most patrons are negligent toward the educational training of their children. These patrons think that encouragement from the teachers and principals will help keep their children in school regularly. This conclusion was drawn from answers patrons gave as reasons for keeping their children out of school. Only in 23 instances cited where direct references are made, economics is the sole or partial cause of children not being sent to school regularly. These patrons stated that they needed their children to help them work. It is also revealed that grievances against transportation accounts for 25 per cent of the reasons given for irregular attendance. Sickness accounts for 41 per cent; and, in this case, there is divided opinion regarding the truthfulness of this statement. Majority of the opinions respecting the fundamental causes lay in the educational, civic, and moral background of the home training.

These answers vary slightly in different schools, but basically, the 39 family heads agree on concepts of the inadequacy of the school program to prepare the children to meet the challenging situations which inevitably will confront them in real life problems.

The lack of interest on the part of patrons is revealed in answer to the question: Are you satisfied with your children's teacher and the overall school program? In this first instance, it is not considered antagonistic, but in the second instance, it is evident that the total school program is rejected as being adequate. Thirty-five of the 39 answering this question, said no.

Fifty-one per cent of the parents said let the children make it in life as they had to do. Thirty-six per cent of the patrons did not like their children's teachers, although principals' records show that work with the patrons was done in an effort to formulate plans for keeping the children in school regularly.

Three out of four district school superintendents stated that it has been the policy of their administrations to secure, tabulate, and keep records of irregular attendance of their Negro schools. One superintendent's opinion is that the low income does not necessarily contribute to irregular attendance at school and the split sessions (summer schools) would not increase the attendance. The superintendents were divided 50-50 on opinions that consolidation of schools have helped or hindered the regular attendance in the Negro schools of their respective school districts. Thirty-two of the 39 families felt that they were financially unable to send their children to school regularly. On this same phase of inquiry, four principals show that children from poorer families do not send their

children as regularly as those from the more fortunate homes.

Recommendations

On the basis of fundamental principles involved in arriving at conclusions respecting irregular school attendance, it is assumed that weak points in our educational training program, although not fully understood by the patrons, call for a closer contact between administrators, teach-personnel, and patrons on objectives sought in the type of training being offered. It is, therefore, recommended:

1. That periodic meetings be planned and held by members of these respective groups for arriving at a better understanding of the total objective of the school as it relates to curriculum and teaching objectives.
2. That difficulties experienced in transportation be remedied through cooperative efforts.
3. That an adult training program be instituted in order to arouse interest in patrons for benefit of students as future citizens.
4. That provisions be made on daily schedules for classroom teachers to visit homes of patrons and work out with them mutual understanding on problems which involve the home and learning.
5. Set up school-home goals based on civic and learning improvements.

6. Set up a parent school-visitation schedule with option for patrons to visit at conveniences.
7. Organize and sponsor a Parent-Teacher Association.
8. Because of the differences in the prospectives of four principals and three superintendents as compared against that of one superintendent on the matter of low income versus regular attendance, it appears necessary for a closer study of this phase of the community-school-attendance problem for clarification.
9. On the basis of the above recommended studies, a curriculum should be worked out to meet the needs of the boys and girls enrolled in these schools.
10. Test project assignments should be worked for these most co-operative in order to relieve the irregular attendance problem.

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APPENDIX

A P P E N D I X

APPENDIX A

SOME CAUSES OF IRREGULAR ATTENDANCE IN NEGRO SCHOOLS OF
TRINITY COUNTY, TEXAS

1. Name _____
2. Address of Parent or Guardian _____
3. Number of children of school age____; number in family____
4. Do you send your children to school regularly?_____
5. If you do not send your children to school regularly,
please check the reason or reasons below for not send-
ing them:
 - a. I live too far from the bus route _____
 - b. The bus comes too early and returns after school too
late _____
 - c. The bus is overcrowded _____
 - d. The windows on the buses are broken out--too cold
for children _____
 - e. There are no heaters in school buses _____
 - f. The buses break down too often and children have to
walk _____
 - g. I am dissatisfied with child's grade placement _____
 - h. My children have measles ___, mumps ___, fevers, _____
 - i. I do not like the teachers ___ or teacher _____
 - j. I do not have money to feed and clothe my children____
 - k. I need my child (children) to help me work _____

l. I don't think your course offerings are sufficient _____

m. My children are influenced by bad environments _____

n. List other reasons not listed above:

APPENDIX B

SOME CAUSES OF IRREGULAR ATTENDANCE IN THE NEGRO SCHOOLS OF
TRINITY COUNTY, TEXAS

1. Name _____
2. Name of school where teaching _____
3. Position held in school _____
4. Is your register kept daily? _____
5. Do you make inquiry of parents when pupils are absent?

6. Do you keep record of parents interviewed respecting
absentees _____
7. Are you a homeroom teacher? _____
8. If homeroom teacher, how many pupils enrolled? _____
9. How many pupils enrolled ride the bus? _____
10. Is the compulsory school law enforced in your dis-
trict? _____
11. What months do you have lowest attendance _____
_____ Highest? _____
12. Has an economic survey of your patrons been made during
the last four years? _____
13. How long have you taught in this school? _____
14. How many years of teaching experience have you? _____
15. Do you hold a degree based on college credits? _____
16. If you don't have a degree, how many semester hours
do you have? _____

17. Which, if any, of the following reasons do parents give for not sending their children to school regularly?

- a. Live too far from bus route _____
- b. Bus comes too early and gets back too late _____
- c. Bus is overcrowded _____
- d. Dissatisfied with child's grade placement _____
- e. Chronic Illness _____
- f. Epidemic _____ Other diseases _____
- g. Need children to help work _____
- h. Do not like the teacher _____
- i. Don't have sufficient food and clothing for children _____
- j. Lack interest in children's education _____
- k. Child or children permitted to work out for money _____
- l. Child not interested in education _____
- m. Don't think your course offerings sufficient _____
- n. Children influenced by bad environments _____
- o. Parents working, pupils kept home with smaller children _____
- p. Parents need encouragement from teachers or principal _____
- q. Mother needs children to help wash _____
- r. Father needs children to help with home and farm work _____
- s. School buses break down and children have to walk home _____
- t. Window panes out of buses and there are no heaters _____

u. Children just played hooky from school _____

List other reasons given you not listed above:

APPENDIX C

SOME CAUSES OF IRREGULAR ATTENDANCE IN NEGRO SCHOOLS OF
TRINITY COUNTY, TEXAS

1. Name of principal _____
2. Name and address of school _____
3. Which department of your school shows the lowest average daily attendance: Elementary _____ High school _____?
4. Do you keep records of children who attend school irregularly? _____
5. Do you keep on file the reasons parents give for their children not attending school regularly? _____
6. Do you have or have had any system of checking reasons why children come to school irregularly besides that of the teachers' reports? _____
7. If you had a system of checking reasons for irregular attendance, did you help patrons plan to keep their children in school? _____
8. Do children from the poorer families attend school as regularly as children from the more fortunate families?

9. List four of the most frequent reasons patrons give for not sending their children to school regularly:
 - a. _____
 - b. _____
 - c. _____
 - d. _____

APPENDIX D

SOME CAUSES OF IRREGULAR ATTENDANCE IN NEGRO SCHOOLS OF
TRINITY COUNTY, TEXAS

1. Name of school district or county system employed _____

2. Are the annual reports of Negro schools in your district or county for the past four years available for checking attendance records? _____

3. Is it and has it been the policy of your school district to ascertain, tabulate, and record for future reference, the causes of irregular school attendance in the Negro schools in your district; in your county? _____

4. On the basis of the supervisor's reports or/and the visiting teachers' reports, has it been revealed whether lack of interest on part of teachers or/and principals is responsible for irregular attendance? _____

5. Opinions:
 - a. Has the consolidation of schools helped or hindered the regularity of attendance in Negro schools of your district? _____

 - b. Do you think a split session (with 6 weeks summer school) would help remedy irregularity of attendance in Negro schools of your district? _____

 - c. Do you believe that low family income has contributed to the spirit of laxity on part of Negro patrons in sending their children to school regularly? _____

 - d. Do you believe that Negro children in your district should be forced by law to attend school regularly? _____

- e. Do you believe that if all Negro children in school age were forced to attend school regularly that it would affect the county's total economic income? _____
- f. Do you have or contemplate having any type of meetings or other contacts to encourage Negro patrons to send their children to school regularly? _____
- g. Do you keep account of days Negro children lose out of school because of buses being broken down or roads impassable? _____
- h. Do you consider bad roads and poor transportation facilities legal excuses for Negro children not attending school regularly? _____
- i. List other reasons not asked for above which you think contribute to irregular school attendance of Negro children in your school district:
1. _____
 2. _____
 3. _____
 4. _____